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ABSTRACT

Students of teachers using the manual proceed at individual rates through a systematic and progressive set of occupational experiences to formulate and know their self-concepts, potentials, and abilities. Emphasis is on independent research and study, and sample lesson plans help teachers coordinate the variety of experiences. The manual includes specific examples and sources for materials, many of them locally oriented, that have been successfully used to teache secondary special education students career decision making and the necessary entry level skills for employment. A course outline in the form of a student checklist provides a guide to preparing the student for gainful employment. Materials in the manual include sample aptitude and interest testing instruments, a listing of jobs in 15 career clusters, suggestions for field trips and guest speakers, a bibliography of commercially prepared instructional materials, suggestions for a basic collection of career literature, information on setting up cooperative education, providing exploratory work experiences via work-stations (including local laws governing such programs), an instructional unit in interviewing, a sample data sheet to help students fill out applications, and a catalog of 82 locally-produced videotapes. (AJ)

ED 091560

TEACHER'S MANUAL

A COURSE IN CAREER DECISION MAKING FOR SPECIAL EDUCATION

PROJECT WORKER

Originally funded under
E.S.E.A. Title VI-B

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EDUCATION & WELFARE
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CE 001 331

FULLERTON UNION
HIGH SCHOOL DISTRICT

This manual is in its first edition. The authors would appreciate any suggestion or criticisms those who use it wish to make. Please address such remarks to:

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A special acknowledgment to the Administration and the Board of Trustees of the Fullerton Union High School District for their encouragement and generous support of the Project Worker concept.

Teacher's Manual for a Course in Career Decision Making for Special Education

This manual includes specific examples and sources for materials that have been successfully used to teach Special Education students Career Decision Making and the necessary entry level skills to enter the world of work. The course outline is merely a student checklist to be used as a guide by the student and teacher so that each individual student will be prepared for gainful employment.

Carson Hall

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ORGANIZATION OF THE COURSE OF STUDY

The course of study is designed to help the student realize himself and the direction he wishes his life to take. The process will evolve in a unique and different way for each student. In using this manual as a guide, each student will proceed at his own rate through a systematic and progressive set of occupational experiences designed to help him formulate and know his own self-concept, potential, and abilities.

The tone for the course should be set in the early class meetings. A discussion of short and long-term goals is suggested. The teacher should try to emphasize his role as guide in the student's personal exploration and stress that while some class periods will be devoted to specified group activities, most will be used for the student's independent research and study. Student interaction is expected, with the discussion of ideals, goals, etc. (within an anxiety-reducing atmosphere of support and mutual confidence). Continued student feedback regarding the effectiveness of the activities, materials, and speakers should also be encouraged during these sessions. Ideally, the student and teacher will learn from one another, continually working toward an improved and more effective course.

Examples of materials in this manual must be acquired by the teacher in enough quantity for all of his students. Some materials will have to be reproduced by the teacher; others will have to be purchased, with the remainder being acquired through the District I.M.C. The source will be noted on each of the materials. During the first few class meetings the teacher should emphasize the student's responsibility for his own learning.

He should provide each student with a folder and a check list in order for both student and teacher to follow the student's progress and activities. All folders should be kept in a file within the classroom. The course work should not be graded. However, it is suggested that a progress report meeting be held for each student once a week. This will allow teachers to keep abreast of student progress and keep students from falling behind. Generally, grades should be deemphasized, and it is suggested that students grade themselves as part of the evaluation.

An outline of a typical week's activities might help in explanation. During the fourth week, for example, on Monday all students might start the SAAS. It will take one class period to give the necessary instructions and another to complete the SAAS. During the second or third class meetings SAAS can be worked on in groups to be completed or the students may watch a career film, work on a career game, or have his completed GATB interpreted by his teacher or counselor. He must have the SAAS completed by the end of the week because it will be discussed in a small group with the teacher the following week, but he may complete it any time during the fourth week. Since he knows that on Thursday and Friday two seminar speakers with whom he wants to talk are scheduled, he will want to complete the SAAS early.

The advantage of having the students involved in a number of different class activities at the same time is the opportunity this gives the teacher and counselors to engage in meaningful small group and individual counseling and discussion sessions. Obviously, coordinating the variety of experiences offered requires a considerable amount of organization on the teacher's part; he must be able to solicit the help of many people and to anticipate and resolve conflicts and problems.

In integrating the career seminars of films or field trips into the course, it is best to try to limit these activities to the same one or two days of the week if possible. This allows the teacher some specific days when he can expect the entire class to be available for activities which are best handled in a large group, such as the GATB. A consistent schedule also allows students to use their time more effectively.

After about two weeks the students will become used to the unstructured and individualized nature of the class and become better able to make decisions about efficient use of their time; this decision-making responsibility provides an important learning experience

ORGANIZATION OF THE MANUAL

During the summer of 1972 and 1973 the Fullerton Union High School District offered a career class for special education students throughout the District. The class was held in the morning for four hours a day and was built around all the materials listed on "Check List One" and included in this manual. The first summer course was made possible through a V.E.A. grant, and that course was responsible for the compulation of these materials and the primary development of this manual.

Some examples of the lesson plans used during the summer career classes for special education students are listed on the following pages.

The remainder of this manual is a collection of sources of materials which are used by the Fullerton Union High School District to prepare students for the world of work. Wherever possible, we have included examples of these materials. However, in many cases there is but a brief description and a source for ordering the materials.

Monday, July 2, 1973

	1	2	3	4	5	6
8:00 - 8:25	Orientation and Field Trip Sign Up					
8:25 - 9:00	Career Planning Game		GATB Test Scores Gary &	Rick	Careers Donna &	Careers Kathy
9:00 - 9:25	Career Planning Game Sally		GATB Test Scores Gary &	Rick	Careers	Careers
9:25 - 10:00	GATB Test Scores		Career Planning Game		Careers	Careers
10:00 - 10:25	GATB Test Scores		Career Planning Game		Careers Donna &	Careers Kathy
10:25 - 11:00	Careers Donna &	Careers Kathy	Tell It Like It Is Rick		GATB Test Scores	
11:00 - 11:25	Careers Donna &	Careers Kathy	Tell It Like It Is Rick		GATB Test Scores Gary &	Carson
11:35 - 12:00	Careers	Careers	Tell It Like It Is		GATB Test Scores	

Tuesday, July 3, 1973

	1	2	3	4	5	6
8:00 - 8:25	Orientation and Field Trip Sign Up					
8:25 - 9:00	Careers Donna	Careers	Career Planning Kathy	Career Planning	GATB OAP'S Rick	GATB
9:00 - 9:25		Careers	Career Planning	Career Planning	GATB	GATB
9:00 - 10:00	GATB OAP'S	GATB OAP'S	GATB OAP'S	GATB OAP'S	Career Planning Game Kathy	
10:00 - 10:25	GATB OAP'S	GATB OAP'S	GATB OAP'S	GATB OAP'S	Career Planning Game Kathy	
10:25 - 11:00						
11:00 - 11:25		FIELD TRIP				
11:35 - 12:00						

Check List One

This checklist was developed as a guide to both student and teacher to make sure that students are prepared for a work experience assignment. Each student should have his own folder with the checklist stapled to the front cover. All of the student's assessment results should be kept in the folder and his progress charted on the checklist as he moves through the course and towards readiness for a work experience assignment.

Name ____________________

Special Education Work Experience

CHECK LIST ONE

To Be Completed Before Students Will Be Referred to Work Experience Counselor for Placement On a Job

DATE

I. Aptitude Profile

- A. GATB - (FAB) - NATB ________
- B. Psych Profile ________
- C. School Performance ________
- D. SAAS ________
- E. New and Current Production
  - 1. Singer Graflex Evaluation Center ________
  - 2. NATB ________

II. Interest Profile

- A. Brainerd ________
- B. Job O ________
- C. C.O.P.S. ________
- D. Picture Inventory ________
- E. SAAS ________
- F. Compulearn; Myers Briggs Type Indicator; O.V.I.S. ________

III. Occupational Cluster

- A. Using Aptitude and Interest profiles, have students name one or two clusters they would like to work in. ________
- B. Through teacher counseling, narrow students' choices to some specific job areas to explore. ________

IV. Explore Cluster

- A. Community Resources
  - 1. Field Trip ________
  - 2. Guest Speakers ________

B. Films
    1. Doubleday Series __________
    2. Counselor Films, New York __________
    3. Sterling Series __________

C. Filmstrips __________

D. VIEW-VIEW DECK __________

E. Exploratory Work
    1. On campus __________
    2. Off campus __________

F. Color Slides __________

G. Government Publications
    1. D.O.T. Manual __________
    2. Occupational Outlook Handbook __________
    3. State Occupational Guides __________

H. Commercial Publications __________

. Job Interview Skills

A. Personal Data Sheet & Card __________

B. Completed LAP for Job Application __________

C. Mock Interview (Videotape) __________

D. Mock-Telephone Inquiry __________

. Specific Classroom Training for Job Chosen From Clusters

A. Videotapes, audio tapes, slides
    1. Occupations
        a. Bus boy __________
        b. Cashier __________
        c. Central Services Technician __________
        d. Cook __________
        e. Counter Girl __________
        f. Dining Room Hostess __________
        g. Kitchen Helper __________
        h. Layout Man (Marble Molds) __________
        i. Maid - Hotel __________
        j. Maid - Motel __________
        k. Mechanics Helper (Automotive) __________
        l. Nurse's Aide __________

m. Sales Clerk
n. Serging Machine Operator (Draperies)
o. Service Station Attendent
p. Waitress
q. Warehouseman's Assistant
r. Library Clerk

2. General Skills

a. Change Making
b. Adding Columns of Numbers
c. Basic Math
d. How to Use a Measuring Tape

B. Mockup

C. On-the-Job Training

D. D.V.R.

E. Industrial Arts - Vocational

F. Trade School

GENERAL APTITUDE TEST BATTERY (GATB)

For use in vocational guidance: usually given to juniors in high school, but applicable to most secondary education students, including adults, who wish to know more about their vocational aptitudes.

The GATB is obtainable through the State Employment Services, and it can be administered by personnel trained by the State Employment Services. There are nine areas of testing: Intelligence, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, and Manual Dexterity. School personnel can be trained to score and interpret the results.

The teacher/counselor may wish to use the GATB scores in counseling students for future vocational and educational plans.

On the following page is an example of a student profile with the students' O.A.P.'s noted. On the next page is an example O.A.P. Explanation Sheet. On the following page is an example Interpretation Pamphlet explaining all information contained on profile and O.A.P. sheets

Source: U.S. Department of Labor,
Manpower Administration
Bureau of Employment Security
Washington, D.C.

Local Source: Human Resources and Development Department

Name Smith (Last Name) Mary (First Name) Lee (Middle Initial) Date 10-2-73

COMMENTS

GATB INDIVIDUAL APTITUDE PROFILE

Adult ☐ Form A ☐ Form B ☐

Part	Raw Score	G	V	N	S	P	Q	K	F	M
1	30						82			
2	13			60						
3	11	10			81					
4	13	53	86							
5	13					17				
6	7	14		11						
7	21					43				
8	55							72		
9	76									-2
10	91									70
11	18								6	
12	22								45	
Aptitude Score		77	86	71	81	62	82	72	51	68
1 SEm		6	6	6	8	9	9	7	12	11
Aptitude Score + 1 SEm		83	92	77	89	71	91	79	63	79

OAP*	OAP*	OAP*	S *
ALL			
0	15	30	
1	16	31	
2	17	32	
3	18	33	
4	19	34	
5	20	35	
6	[✓ 21]	[✓ 36]	
7	[✓ 22]	39	
8	[✓ 23]	40	
9	24	41	
10	25	52	
11	26	65	
12	27		
13	28		
14	29		

* Circle number for Grade H. Cross out number for Grade L.

Student Name Smith, Mary Lee Address 1809 Victoria

City Fullerton Phone 993-6081

Age 16 Birth Date 9-13-57

Drivers License no Auto no

School FUHS Program EH

Make Change Yes Reading ____ Basic Math ____

Typing No Verbal Skills ____

G.E.D. ____

Working Condition Restrictions ____

Physical Problems ____

Interest ____

Temperament ____

Summary ____

Back

OAP–21

GATB NORMS

APTITUDES	CUTTING SCORES		
	Adult	*Grade 10*	*Grade 9*
G (Intelligence)	85	81	79
K (Motor Coordination)	70	64	59
M (Manual Dexterity)	75	69	66

	S#	APTITUDE SCORES								
		G	V	N	S	P	Q	K	F	M
		85						70		75
WTG p. 322 MANIPULATING										
•706.884# Coil Assembler (elec. equip.)	102	85								75
•827.884 Air-Conditioning-Unit Installer (refrigerat. equip.)	102	85								75
827.884 Electrical-Appliance-Set-Up Man (any ind.)										
WTG p. 430 SET UP AND/OR ALL-ROUND MACHINE OPERATING										
•542.280 Stillman (petrol. refin.)	68	85				65		70		65
WTG p. 511 ANIMAL CARE										
153.874 Exerciser, Horse (amuse. & rec.)										
356.874 Animal Caretaker (agric.; medical ser.)										
356.874 General Helper, Laboratory (drug prep. & rel. prod.)										
356.874 Stableman (any ind.)										
356.887 Pet Shop Attendant (ret. tr.)										

INTRODUCTION

This third edition of the DICTIONARY OF OCCUPATIONAL TITLES is being issued in a period of growing national concern for optimum development and use of human resources. A prerequisite to the development and utilization of manpower resources is knowledge of existing occupations, the titles which identify them, what tasks they involve, and what characteristics and skills a worker needs to fit a job well. This revised, two-volume Dictionary provides a current inventory of jobs in the American economy and gives an extensive analysis and description of what each involves and what traits are needed by the workers.

The third edition differs significantly from the second edition published in 1949. For the first time since the 1930's, the job description content has been completely verified. The two classification structures of the previous edition have been replaced with a single structure which provides more pertinent information regarding occupational groupings and worker traits and skills. The compilation of this third edition is based on experience gained over more than a quarter of a century in gathering information and developing and perfecting techniques for conducting occupational research and analysis.

The development of the DICTIONARY OF OCCUPATIONAL TITLES began with the passage of the Wagner-Peyser Act in 1933 which created a need for a reliable source of occupational information for personnel of the newly formed U.S. Employment Service and affiliated State employment services. To provide a comprehensive cross section of information about occupations as they actually existed, job analysis techniques were developed, and a number of occupational research centers were established in various sections of the country.

Between 1934 and 1939, 54,000 analyses of jobs were prepared in thousands of establishments, providing the first extensive compilation of occupational information on the American economy. They form the basic data from which subsequent technological change and its effect on jobs can be identified and measured. They provided source material for the preparation of a variety of publications, and made possible the publication of a volume of brief descriptions of all jobs for which information was available—a dictionary of occupations.

Original Edition

The publication in 1939 of the DICTIONARY OF OCCUPATIONAL TITLES provided a useful tool for the understanding of job content and job relationships and for all future work in occupational research. This first edition defined 17,452 separate occupations known by 12,292 additional titles, making a total of 29,744 titles defined. After the release of the first edition of the Dictionary, need for additional occupational information resulted in the preparation and release of several supplements. The first, published in 1942, contained 3,064 new definitions. Two years later a second supplement added 1,137 definitions. A third supplement, which appeared in 1945, added 1,906 definitions, making a total of 6,107 additional job definitions released between the publication of the first and second editions of the Dictionary.

The information gathered for publication in the Dictionary served as the basis for a review of the occupational classification and code system of the U.S. Employment Service. This review resulted in a new occupational classification structure. As this structure reflected occupational relationships based on work performed and job content, it was useful in classifying employers' job orders and applicants seeking employment who had a history of work experience. It lacked provision of a means of classifying the increasing number of applicants entering the labor force without experience, or with experience in jobs which they could no longer perform. To satisfy this need, the Entry Occupational Classification Structure, presented as Part IV of the DICTIONARY OF OCCUPATIONAL TITLES, was published in preliminary form in 1941, and in revised form in 1944. It was designed for use in classifying entry applicants on the basis of factors other than fully qualifying work experience.

Second Edition

The continuing accumulation of occupational information periodically requires publication of a new edition of the Dictionary. In 1949, the Dictionary was combined with its supplements, and basic changes were made in the presentation of occupational data to simplify locating definitions and codes. Occupational coverage was expanded in all industrial areas, and notably in plastics, paper and pulp, and electronics. The 1949 Edition defined 22,028 separate occupations which were known by an additional 17,995 titles, making a total of 40,023 titles defined.

During the early 1950's, several interim releases to the Dictionary were published, covering such diverse segments of work as agriculture and the manufacture of clocks and watches. In 1955, definitions contained in these interim releases were combined with additional new and revised data and were published as a supplement

APPENDIX A

Explanation of Relationships Within Data, People, Things Hierarchies

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively.[2] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

	DATA (4th digit)		PEOPLE (5th digit)		THINGS (6th digit)
0	Synthesizing	0	Mentoring	0	Setting-Up
1	Coordinating	1	Negotiating	1	Precision Working
2	Analyzing	2	Instructing	2	Operating-Controlling
3	Compiling	3	Supervising	3	Driving-Operating
4	Computing	4	Diverting	4	Manipulating
5	Copying	5	Persuading	5	Tending
6	Comparing	6	Speaking-Signaling	6	Feeding-Offbearing
7 8	No significant relationship	7	Serving	7	Handling
		8	No significant relationship	8	No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 **Synthesizing:** Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 **Coordinating:** Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 **Analyzing:** Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 **Compiling:** Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 **Computing:** Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 **Copying:** Transcribing, entering, or posting data.

6 **Comparing:** Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 **Mentoring:** Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

---

[1] As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

[2] Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

1 **Negotiating:** Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 **Instructing:** Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 **Supervising:** Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 **Diverting:** Amusing others.

5 **Persuading:** Influencing others in favor of a product, service, or point of view.

6 **Speaking-Signaling:** Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 **Serving:** Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 **Setting Up:** Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 **Precision Working:** Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 **Operating-Controlling:** Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 **Driving-Operating:** Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 **Manipulating:** Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 **Tending:** Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 **Feeding-Offbearing:** Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 **Handling:** Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

APPENDIX B

Explanation of Worker Trait Components

Those abilities, personal traits, and individual characteristics required of a worker in order to achieve average successful job performance are referred to as worker traits. Occupational information presented in volumes I and II is based in part on analysis of required worker traits in terms of the six distinct worker trait components described in this appendix. These six components have been selected for this purpose because they provide the broadest and yet most comprehensive framework for the effective presentation of worker trait information. Within this framework the user will find data concerning the requirements of jobs for: (1) The amount of general educational development and specific vocational preparation a worker must have, (2) the specific capacities and abilities required of him in order to learn or perform certain tasks or duties, (3) preferences for certain types of work activities or experiences considered necessary for job success, (4) types of occupational situations to which an individual must adjust, (5) physical activities required in work situations, and (6) physical surroundings prevalent in jobs.

Information reflecting significant worker trait requirements is contained, explicitly or by implication, in the job definitions in volume I. In the Worker Traits Arrangement in volume II, the qualifications profile for each worker trait group shows the range of required traits and/or levels of traits for the first five of these components. Numbers or letters are used to identify each specific trait and level. In this appendix, these identifying numbers and letters appear in italics.

The worker trait components are:

I. Training time (general educational development, specific vocational preparation)
II. Aptitudes
III. Interests
IV. Temperaments
V. Physical demands
VI. Working conditions [1]

I. Training Time

The amount of general educational development and specific vocational preparation required for a worker to acquire the knowledge and abilities necessary for average performance in a particular job.

General Educational Development: This embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of "tool" knowledges, such as language and mathematical skills. It is education of a general nature which does not have a recognized, fairly specific, occupational objective. Ordinarily such education is obtained in elementary school, high school, or college. It also derives from experience and individual study.

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[1] Working conditions were recorded as part of each job analysis, and are reflected, when appropriate, in job definitions in volume I. However, because they did not contribute to the homogeneity of worker trait groups, they do not appear as a component in the Worker Traits Arrangement.

The following is a table explaining the various levels of general educational development.

GENERAL EDUCATIONAL DEVELOPMENT

Level	Reasoning Development	Mathematical Development	Language Development
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.	Comprehension and expression of a level to —Report, write, or edit articles for such publications as newspapers, magazines, and technical or scientific journals. Prepare and draw up deeds, leases, wills, mortgages, and contracts. —Prepare and deliver lectures on politics, economics, education, or science. —Interview, counsel, or advise such people as students, clients, or patients, in such matters as welfare eligibility, vocational rehabilitation, mental hygeine, or marital relations. —Evaluate engineering technical data to design buildings and bridges.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.		
4	Apply principles of rational systems[1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.	Comprehension and expression of a level to —Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative. —Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. —Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.
3	Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations involving fractions, decimals and percentages.	Comprehension and expression of a level to —File, post, and mail such material as forms, checks, receipts, and bills. —Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy. —Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys, or economic studies. —Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.
2	Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Use arithmetic to add, subtract, multiply, and divide whole numbers.	
1	Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Perform simple addition and subtraction, reading and copying of figures, or counting and recording.	Comprehension and expression of a level to —Learn job duties from oral instructions or demonstration. —Write identifying information, such as name and address of customer, weight, number, or type of product, on tags, or slips. —Request orally, or in writing, such supplies as linen, soap, or work materials.

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[1] Examples of "principles of rational systems" are: Bookkeeping, internal combustion engines, electric wiring systems, house building, nursing, farm management, ship sailing.

Specific Vocational Preparation: The amount of time required to learn the techniques, acquire information, and develop the facility needed for average performance in a specific job-worker situation. This training may be acquired in a school, work, military, instutitional, or avocational environment. It does not include orientation training required of even every fully qualified worker to become accustomed to the special conditions of any new job. Specific vocational training includes training given in any of the following circumstances:

a. Vocational education (such as high school commercial or shop training, technical school, art school, and that part of college training which is organized around a specific vocational objective);
b. Apprentice training (for apprenticeable jobs only);
c. In-plant training (given by an employer in the form of organized classroom study);
d. On-the-job training (serving as learner or trainee on the job under the instruction of a qualified worker);
e. Essential experience in other jobs (serving in less responsible jobs which lead to the higher grade job or serving in other jobs which qualify).

The following is an explanation of the various levels of specific vocational preparation.

Level	*Time*	*Level*	*Time*
1	Short demonstration only.	*5*	Over 6 months up to and including 1 year
2	Anything beyond short demonstration up and including 30 days.	*6*	Over 1 year up to and including 2 years.
3	Over 30 days up to and including 3 months.	7	Over 2 years up to and including 4 years.
4	Over 3 months up to and including 6 months.	*8*	Over 4 years up to and including 10 years.
		9	Over 10 years.

II. APTITUDES

Specific capacities and abilities required of an individual in order to learn or perform adequately a task or job duty.

G INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. *Closely related to doing well in school.*

V VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

N NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

S SPATIAL: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

P FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material; To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

F FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

M MANAUL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

E EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

C COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

Explanation of Levels

The digits indicate how much of each aptitude the job requires for satisfactory (average) performance. The average requirements, rather than maximum or minimum, are cited. The amount required is expressed in terms of equivalent amounts possessed by segments of the general working population.

The following scale is used:

1 The top 10 percent of the population. This segment of the population possesses an extremely high degree of the aptitude.

2 The highest third exclusive of the top 10 percent of the population. This segment of the population possesses an above average or high degree of the aptitude.

3 The middle third of the population. This segment of the population possesses a medium degree of the aptitude, ranging from slightly below to slightly above average.

4 The lowest third exclusive of the bottom 10 percent of the population. This segment of the population possesses a below average or low degree of the aptitude.

5 The lowest 10 percent of the population. This segment of the population possesses a negligible degree of the aptitude.

Significant Aptitudes

Certain aptitudes appear in boldface type on the qualifications profiles for the worker trait groups. These aptitudes are considered to be occupationally significant for the specific group; i.e., essential for average successful job performance. All boldface aptitudes are not necessarily required of a worker for each individual job within a worker trait group, but some combination of them is essential in every case.

III. INTERESTS

Preferences for certain types of work activities or experiences, with accompanying rejection of contrary types of activities or experiences. Five pairs of interest factors are provided so that a positive preference for one factor of a pair also implies rejection of the other factor of that pair.

1	Situations involving a preference for activities dealing with things and objects.	vs.	*6*	Situations involving a preference for activities concerned with people and the communication of ideas.
2	Situations involving a preference for activities involving business contact with people.	vs.	*7*	Situations involving a preference for activities of a scientific and technical nature.
3	Situations involving a preference for activities of a routine, concrete, organized nature.	vs.	*8*	Situations involving a preference for activities of an abstract and creative nature.
4	Situations involving a preference for working for people for their presumed good, as in the social welfare sense, or for dealing with people and language in social situations.	vs.	*9*	Situations involving a preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques.
5	Situations involving a preference for activities resulting in prestige or the esteem of others.	vs.	*0*	Situations involving a preference for activities resulting in tangible, productive satisfaction.

IV. TEMPERAMENTS

Different types of occupational situations to which workers must adjust.

1 Situations involving a variety of duties often characterized by frequent change.

2 Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.

3 Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.

4 Situations involving the direction, control, and planning of an entire activity or the activities of others.

5 Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

6 Situations involving working alone and apart in physical isolation from others, although the activity may be integrated with that of others.

7 Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.

8 Situations involving performing adequately under stress when confronted with the critical or unexpected or when taking risks.

9 Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

0 Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.

X Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.

Y Situations involving the precise attainment of set limits, tolerances, or standards.

V. PHYSICAL DEMANDS

Physical demands are those physical activities required of a worker in a job.

The physical demands referred to in this Dictionary serve as a means of expressing both the physical requirements of the job and the physical capacities (specific physical traits) a worker must have to meet the requirements. For example, "seeing" is the name of a physical demand required by many jobs (perceiving by the sense of vision), and also the name of a specific capacity possessed by many people (having the power of sight). The worker must possess physical capacities at least in an amount equal to the physical demands made by the job.

The Factors

1 **Lifting, Carrying, Pushing, and/or Pulling (Strength).** These are the primary "strength" physical requirements, and generally speaking, a person who engages in one of these activities can engage in all.

Specifically, each of these activities can be described as:

(1) Lifting: Raising or lowering an object from one level to another (includes upward pulling).

(2) Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder.

(3) Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions).

(4) Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

The five degrees of Physical Demands Factor No. 1 (Lifting, Carrying, Pushing, and/or Pulling), are as follows:

S Sedentary Work

Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

L Light Work

Lifting 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree, or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

M Medium Work

Lifting 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs.

H Heavy Work

Lifting 100 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 50 lbs.

V Very Heavy Work

Lifting objects in excess of 100 lbs. with frequent lifting and/or carrying of objects weighing 50 lbs. or more.

Climbing and/or Balancing:

(1) Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms.
(2) Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

3 **Stooping, Kneeling, Crouching, and/or Crawling:**

(1) Stooping: Bending the body downward and forward by bending the spine at the waist.
(2) Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
(3) Crouching: Bending the body downward and forward by bending the legs and spine.
(4) Crawling: Moving about on the hands and knees or hands and feet.

4 **Reaching, Handling, Fingering, and/or Feeling:**

(1) Reaching: Extending the hands and arms in any direction.
(2) Handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved).
(3) Fingering: Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling).
(4) Feeling: Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the finger tips.

5 **Talking and/or Hearing:**

(1) Talking: Expressing or exchanging ideas by means of the spoken word.
(2) Hearing: Perceiving the nature of sounds by the ear.

6 **Seeing:**

Obtaining impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects. The major visual functions are: (1) acuity, far and near, (2) depth perception, (3) field of vision, (4) accommodation, (5) color vision. The functions are defined as follows:

(1) Acuity, far—clarity of vision at 20 feet or more.
Acuity, near—clarity of vision at 20 inches or less.
(2) Depth perception—three dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.
(3) Field of vision—the area that can be seen up and down or to the right or left while the eyes are fixed on a given point.

(4) Accommodation—adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distances from the eye.

(5) Color vision—the ability to identify and distinguish colors.

VI. WORKING CONDITIONS

Working conditions are the physical surroundings of a worker in a specific job.

1 Inside, Outside, or Both:

I Inside: Protection from weather conditions but not necessarily from temperature changes.

O Outside: No effective protection from weather.

B Both: Inside and outside.

A job is considered "inside" if the worker spends approximately 75 per cent or more of his time inside, and "outside" if he spends approximately 75 per cent or more of his time outside. A job is considered "both" if the activities occur inside or outside in approximately equal amounts.

2 Extremes of Cold Plus Temperature Changes:

(1) Extremes of Cold: Temperature sufficiently low to cause marked bodily discomfort unless the worker is provided with exceptional protection.

(2) Temperature Changes: Variations in temperature which are sufficiently marked and abrupt to cause noticeable bodily reactions.

3 Extremes of Heat Plus Temperature Changes:

(1) Extremes of Heat: Temperature sufficiently high to cause marked bodily discomfort unless the worker is provided with exceptional protection.

(2) Temperature Changes: Same as 2 (2).

4 Wet and Humid:

(1) Wet: Contact with water or other liquids.

(2) Humid: Atmospheric condition with moisture content sufficiently high to cause marked bodily discomfort.

5 Noise and Vibration:

Sufficient noise, either constant or intermittent, to cause marked distraction or possible injury to the sense of hearing and/or sufficient vibration (production of an oscillating movement or strain on the body or its extremities from repeated motion or shock) to cause bodily harm if endured day after day.

6 Hazards:

Situations in which the individual is exposed to the definite risk of bodily injury.

7 Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation:

(1) Fumes: Smoky or vaporous exhalations, usually odorous, thrown off as the result of combustion or chemical reaction.

(2) Odors: Noxious smells, either toxic or nontoxic.

(3) Toxic Conditions: Exposure to toxic dust, fumes, gases, vapors, mists, or liquids which cause general or localized disabling conditions as a result of inhalation or action on the skin.

(4) Dust: Air filled with small particles of any kind, such as textile dust, flour, wood, leather, feathers, etc., and inorganic dust, including silica and asbestos, which make the workplace unpleasant or are the source of occupational diseases.

(5) Poor Ventilation: Insufficient movement of air causing a feeling of suffocation; or exposure to drafts.

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(22)

piece, using handtools. Starts machine which automatically winds metal onto reels and observes operation to prevent jams, uneven winding, or wrinkles. Regulates tension of coiler to prevent tearing or stretching of metal. Inspects surface of metal for stains, dirt, scratches, and other defects. Binds finished coils to prevent uncoiling. May move controls to activate hydraulic pusher arm and tilt table to transfer coil onto skid or conveyor. May be designated by employer according to particular type or trade name of machine handled or product coiled.

— (spring) *see* Lathe Winder.

COILER MAN (carpet & rug; textile) *see* Warp Coiler.

COILER OPERATOR (iron & steel) **613.782.** Operates equipment to wind steel strip into coils as strip emerges from rolling mill or continuous annealing, pickling, or tempering lines: Moves controls to synchronize coiling machine speed and action of machine guides, gates, and rolls with feed tables and conveyors. Examines strip surface for scale, weld defects, and specified oil coating. Verifies specified width and gage of strip, using measuring tape and micrometer. Cuts strip into specified lengths, and cuts defects from strip and excess metal from welds, using power shear and weld notcher. Moves controls to transfer coils onto conveyor for automatic banding and piling.

— (iron & steel; nonfer. metal alloys) *see* Coiler.

COILER SET-UP MAN (spring) *see* Spring-Coiling-Machine Set-Up Man.

COILER TENDER (carpet & rug; textile) *see* Warp Coiler.

COIL-FIN ASSEMBLER (refrigerat. equip.) *see* Air-Conditioning-Coil Assembler.

COIL FINISHER (elec. equip.; electronics) **724.887.** **finisher.** Prepares wire-wound coils for assembly in electronic or electrical equipment by performing any combination of following tasks: Pulls out tap wires from multiple wound coils, using tweezers and picks. Wraps coils with adhesive tape and bends coil lead wires into position preparatory to assembly. Dips coil wires into molten solder to prepare them for soldering to equipment terminals. Brushes varnish or similar protective material on coils. Dip-solders insulated lead wires to coil wires or coil wires to terminal lugs. Trims wire from soldered connections, using wire cutter. Wraps moistened gummed paper around coils preparatory to impregnation. Dips coil lead-wires into pot of molten wax or solder to burn off impregnation or insulation material from wire ends. Holds lead wires against flame or electrically heated resistance wire to burn off cotton-thread insulation. Inserts wire ends into brush sander to remove enamel insulation. Paints or stamps color code or identification numbers on coils. May test coils for defective circuitry, using continuity meter. May be known according to specific task performed as Coil Wrapper (electronics); Field-Coil Assembler; Lead Assembler (electronics); Thread Burner (electronics); Transformer-Coil Assembler; Wax Burner (electronics); Wire Clipper (electronics); Wire Sander (electronics).

COIL-FORM ASSEMBLER (electronics) *see* Header-and-Chopper Assembler.

COIL FORMER AND PRESSER (elec. equip.) **724.887.** Pounds coils to shape end-windings, using mallet, and tends machine that compresses armature, rotor, and field coils to specified contour: Places unit on bench fixture and taps end-windings, using mallet and forming tools, or places spool over armature shaft and taps with hammer to compact and form end-windings. Positions rotor or stator vertically on bed of arbor press. Starts ram which compresses coils to prescribed shape. May insert coil into core and secure by tightening screws or banding with power press. May pull coil leads through opening in yoke, using wire hook. May be designated according to type coil formed as Armature-Winding Former; Field-and-Yoke Assembler.

COIL FORMER, TEMPLATE (elec. equip.) **724.884.** Forms single- and half-turn armature, rotor, or stator coils from bar wire, using template, bending fixtures, gas furnace, and handtools: Cuts copper bar to specified length, using bench nibbler, and taps with hammer on surface plate to straighten piece. Heats cut bar in furnace, bends into U shape, using lever-operated bending fixture, mounts selected template on pedestal, and pounds U-shaped bar over template with hammer and fiber blocks to form coil. May dip coils into solder pot to tin ends. May be designated according to coil formed as Bender, Armature Coil; Flat-Armature-Coil Winder, Hand; Former, Armature Coil; Former, Rotor Coil.

COIL INSPECTOR (electronics) *see* Inspector, Components.

COIL-MACHINE FOREMAN (matt. & bedspring) *see* Foreman, Steel Division.

COIL-MACHINE OPERATOR (spring) *see* Spring Coiler.

COIL MOUNTER (electronics) *see* Chassis Assembler.

COIL PLACER (furn.; matt. & bedspring) *see* Spring Assembler.

COIL-REWIND-MACHINE OPERATOR (nonfer. metal alloys) **619.885.** Tends machine that rewinds sheet metal coils into compact rolls for shipment: Measures sheet width and thickness, using tape and micrometer. Regulates air valve to raise and lower vertical arbor in accordance with width of coil. Places coil on arbor manually or by use of hoist. Inserts inside end of coil in arbor and starts machine to rotate. Observes operation to detect telescoping, or excessive tightness, or coil. Cuts off damaged portions of coil, using shear. Removes and stacks rewound coils.

COIL SHAPER (any ind.) **724.884.** **coil spreader.** Spreads and shapes coils to fit armature rotor, and stator slots, using coil-spreading machine: Moves levers and handwheels to position side clamps, end clamps, spreader bars, or forming blocks which set specified span and angle of knuckle. Places coil in clamp holders and closes clamps, using hand levers. Depresses pedal or pulls levers to spread and shape coils. Alines and curves coil ends, using rawhide hammer. Releases hand clamps, removes coils, and verifies dimensions of coil using rule or template. May wind coils [Coil Winder II (elec. equip.)].

COIL SPRAYER (electronics) *see* Painter, Spray (any ind.) II.

COIL SPREADER (any ind.) *see* Coil Shaper.

COIL-SPRING ASSEMBLER (furn.; matt. & bedspring) *see* Spring Assembler.

COIL STICKER (dental equip.) *see* Coiler.

COIL STRAPPER (iron & steel) *see* Packager, Hand (any ind.).

COIL TAPER, HAND (elec. equip.) **724.884.** **insulation wrapper; taper, hand; taping assembler.** Winds asbestos, cotton, glass, mica, or varnished cambric wrappers or tape around coils to insulate and reinforce prewound rotor and stator coils for electric motors and generators, using scissors, tape hook, mallet, and pliers: Secures coil in vise, straightens leads, and fastens terminals, using pliers and hammers. Cuts and scrapes temporary binding from coil, using pick and scissors. Brushes glue to end of tape and winds tape in specified number of layers tightly to coil nose or wraps sheet fiber insulation around coil and secures, using adhesive tape. May brush varnish between layers of tape. May cut sheet insulation to size, using scissors or knife. May dip coil leads into molten solder to insure secure connections. May be designated according to type of coil taped as Armature-Coil Taper; Field-Coil Taper; Rotor-Coil Taper; Stator-Coil Taper.

COIL TAPER, MACHINE (elec. equip.) **724.884.** **machine taper; taper coil, machine.** Winds cotton, asbestos, or paper tape around stator, armature, and rotor coils, using coil-taping machine: Slides roll of tape onto spool holder and threads end through guide pins of machine. Attaches tape to coil with glue, using brush. Depresses pedal to start machine and holds coil in throat of machine as tape-winding ring turns around coil. Regulates speed of winding ring with clutch pedal and maintains tension between ring and coil to wind tape tightly and uniformly. Cuts tape and applies glue to hold end of wound tape. Taps ends of coil with soft mallet to form smooth surface. May tighten tape about coil by twisting with sheet of rubber. May press out coil on pressing equipment. May cut terminal wires to specified lengths. May connect leads to coil and solder.

COIL TESTER (elec. equip.) *see* Tester, Electrical Continuity.

— (electronics) *see* Tester, Electronic Components.

COIL TIER (matt. & bedspring) *see* Coil Assembler, Machine.

COIL-UNIT ASSEMBLER, HELIX (elec. equip.) *see* Resistor Assembler.

COIL-UNIT BUILDER, EXPERIMENTAL (electronics) **724.381.** Builds prototype coil units such as transformers, armatures, and rotors used in electronic and electromechanical systems, following free-hand sketches and instructions, and using handtools and electronic test equipment: Winds wire into coils [Coil Winder I (elec. equip.)]. Assembles coils [Coil Finisher (elec. equip.; electronics)]. Impregnates coils with insulating material such as wax, plastic, or varnish [Impregnator]. Tests coils for conformity to standards, using instruments such as inductance bridges and oscilloscopes [Tester, Electronic Components].

COIL WINDER (elec. equip.) **I. 724.781.** Winds coils for large electrical equipment, using lathe-type coil-winding machine: Reads winding diagrams to determine size of wire and winding block, length of leads, and location of cooling ducts and taps. Selects winding block and core form from stock and secures to mandrel of machine, using wrenches. Cuts insulation sheets and fiber fillers, according to coil size, using table shear and rule. Bends ends of wires to form leads, using pliers, and secures to coil form, using tape. Depresses pedal to start machine and control speed of winding. Observes counter and brazes tapes at specified locations, using rule, electric pliers, or gas torch. Inserts plastic blocks between turns to form cooling ducts. Turns setscrews to adjust tension of wire and pounds coil, using fiber block and hammer, to maintain specified size of coil. Cuts wire, using snips or bolt cutter, forms new leads, slides glass sleeving over leads, inserts fiber fillers, and wraps insulation at specified location. Pounds end of coil to remove from mandrel and winds tape by hand to hold wires and inside form in place. Brushes with varnish to secure tape.

— (elec. equip.) **II. 724.884.** **coil winder, mush type; coil winder, random; spindle-machine operator.** Winds coils for electrical equipment, according to specified length, width, circumference, and wire size, using coil-winding machine: Selects fixture, core or bobbin, or adjusts former to specified size and fastens to machine arbor, using wrenches. Threads end of wire from reel through tension device and tapes to core or twists around peg on fixture or form. Starts machine and manually guides wire over core or between coil spacers to obtain even winding. Observes counter and stops machine when specified turns have been made. Wraps sheet insulation between layers of wound wire and solders taps (leads) to coil as specified, using soldering iron. Ties coils with tape or string to prevent flaring. Cuts wire, using hand wirecutters. May solder and tape terminals to leads. May wind primary (input coil) over secondary (output coil) windings. May brush varnish on coil layers. May hammer and drift coils while winding to maintain required size. May thread lead end wires through insulating sleeve. May be designated according to type of coil wound as Armature-Coil Winder; Field-Coil Winder; Rotor-Coil Winder; Stator-Coil Winder; Toroidal-Coil Winder; Transformer-Coil Winder II.

COIL WINDER, OPEN SLOT (elec. equip.). Winds heavy round, ribbon, or strap wire over fixture for open slot electric motor windings, using coil-winding machine: Winds in layers, side by side, for specified number of turns. Crimps metal clips around coils, using handtool. May be designated according to type coil wound as Field-Coil Winder; Intercoil Winder; Interpole Winder; Spider-Coil Winder.

COIL-WINDER (elec. equip.; electronics) *see* Universal-Winding-Machine Operator.

COIL WINDER, AUTOMATIC (elec. equip.) **724.884.** Winds thin copper wire on electrical equipment, such as field cores, bobbins, or into slots of armature cores: Threads wire from spool into machine. Places core or bobbin on nose plug (holding device) of machine. Starts mechanism which winds specified number of turns around core or bobbin. Examines wound coil for wire abrasion, specified number of leads, and position of wire on insulation paper. Moves wires not wound on insulation paper, onto insulation paper, using pick. Twists coil leads together or bends into armature grooves. May attach coil forms to cores before inserting in machine. May tend several machines simultaneously. May wind helix resistance coils and be designated Helix-Coil Winder.

COIL WINDER, HAND (electronics) **724.884.** Winds wire coils used in manufacture of electronic components, such as resistors and transformers, using manual-feed coil-winding machine: Installs winding arbor in chuck of machine, using wrench. Fits coil form (paper or plastic tube) or partially wound coil on arbor. Tapes

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PSYCH PROFILE

The psych profile was developed to pull information pertinent to the social vocational training program for special education students. The information asked for on the form can be acquired by the teacher through reading the student's file or by asking the district psychologist to fill out the form.

PSYCH PROFILE

CONFIDENTIAL

Special Education Work Experience Education

__Buena Park
__Fullerton
__La Habra
__La Vista

__Sunny Hills
__Troy
__Sonora
__Lowell

Date ______________________________

Name ______________________________
EH__ MR__ OH__

I. WISC IQ _____

C.A. _____ Verbal Scale IQ _____ Performance Scale IQ _____
Anxiety _____ Visual Perception _____ Auditory Perception _____

Diagnosis: ______________________________

Prognosis: ______________________________

Examiner: ______________________________
Summary: ______________________________

____

II. RAT Reading: _______ Math: _______ Spelling: _______

III. MEDICAL

Limitations: ______________________________

Disabilities: ______________________________

Prognosis: ______________________________

Diagnosis: ______________________________

IV. INTEREST

PIOTI: ______________________________

____

Brainard: ______________________________

____

COMM _____ CH _____ PROF _____ ESTH _____ SCI _____
ADR/PERS _____

V. GATB

OAP: ______________________________

Worker Trait Group: ______________________________

DOT CODE: ______________________________

CONFIDENTIAL

SELF APPRAISAL ASSESSMENT STRUCTURE (SAAS)

Administered most successfully to grades 9-10, (although used for older students, including adults wishing to make career changes) the Self Appraisal and Assessment Structure can help students toward a realistic self-concept that may have an action-producing effect.

Using a pencil and the test booklet, students select activity lists which most resemble their own. Ratings for each list are then recorded by the student.

Through discussion and evaluation of these ratings, students begin to think about their occupational futures and perhaps explore some fields they hadn't considered before. Also, each student gains a better understanding of his potential. A final career choice is not a goal. The test is a catalyst to begin thinking in broad vocational areas.

Source: Stanley R. Ostrom
Office of Education
45 Santa Teresa Street
San Jose, California 95110

CHAPTER I

DESCRIPTION OF SAAS SYSTEM

The Self-Appraisal and Assessment Structure, and the materials that accompany it, constitute a complete program utilizing the behavioral approach to counseling. By means of this program, the student is carried through a series of steps to bring him to the point where he will have an improved picture of his educational and occupational objectives.

The total program is presented in the three booklets listed below:

Self Appraisal and Assessment Structure
Self Appraisal and Assessment Structure, Student Handbook
Self Appraisal and Assessment Structure, Administrator Manual

The first publication consists of the rating scales. These scales are described a few paragraphs below when the question "What Is It?" is answered.

The Student Handbook is designed to be the student's property. By means of a few illustrated questions and concept introductions, an attempt is made to help prepare the student for the administration of the Scales. These pages are followed by the profile upon which the self-ratings are recorded. The remaining pages of the Handbook are written with two purposes in mind. One is to cause the student to validate his ratings against other sources of information and the second is to start him exploring occupational objectives compatible with his interests and abilities.

The third publication, the Administrator's Manual, is the booklet you are reading.

The philosophy and suggestions for usage of the SAAS System are presented by means of answers to three questions which begin with the question "What Is It?" and a brief statement illustrating some uses.

What Is It?

The SAAS represents a self assessment process carried out by means of a group of self-rating scales set up within a structure which enables a serious and concerned student to make a workable appraisal of a number of abilities that are related to academic and occupational success. The scales are twelve in number. The first eight, which deal with vocational fields, are listed below:

1. Scientific
2. Mechanical
3. Clerical
4. Computational
5. Sales
6. Social Service
7. Verbal
8. The Arts

Each scale consists of seven paragraphs that are descriptive of varying degrees of competence in the field. By choosing the paragraph that describes the level at which he feels he is functioning, the student makes an estimate of his abilities in that field. By completing the eight field scales, the examinee in effect says, "This is how I see myself in eight important occupational fields".

There are four scales that are related to academic level. They are:

1. Academic
2. Motivation
3. Energy Output
4. Organization

The four level scales follow the same structural pattern as the eight field scales. However, the four ratings are summed to produce a Total Level Score. This score is related to the student's ability to do academic work

In addition to the twelve scales, there are eight brief interest scales. These scales enable the student to indicate his interest in each of the eight fields represented by the Field Scales.

Some students are overly optimistic in their evaluations of their own abilities. Others are much less optimistic than they should be. Therefore, after a student has taken the assessment scales, he is presented with a confrontation system. The degree to which he is asked to question his ratings depends on what use is to be made of the ratings. The ratings that he gives himself in the eight fields are relative and need not be entirely accurate. If he rates himself too high or too low on one field, he will do so in all eight fields. His major concern is the identification of the fields where he has the greatest strengths. Hence, after completing his self-ratings, he is asked by a series of questions to think back over his developmental history and produce some evidence that he, in fact, does have abilities in the fields that he has indicated as his strongest. While it is recognized that a student who has given himself an unrealistic rating can continue to delude himself, answering these questions will have the effect of adding some reality to his self-evaluation.

The need to validate the Level Rating is great. This variable is related to the academic level to which the student should aspire. If the individual rates himself too high, he, in effect, will be making academic plans that he will be unable to complete. If, on the other hand, he makes level choices that are too low, he will be aspiring below his potential. Hence, a system has been devised whereby scholastic aptitude test scores and school marks are combined with his self-ratings to provide a composite Total Level Score.

When the Field Scores have been determined and a Total Level Score has been obtained, the student is then asked to record the values on a Field and Level Table. This produces a graphic picture of the individual's strengths and weaknesses - his occupational - educational self concept.

What Part Does Self-Concept Play?

Super,[1,2] Hoppock[3] and others concerned with theories of vocational choice, have long contended that an individual's self-concept plays an important role in his occupational development. The general consensus is that the individual moves into occupational areas that satisfy his concept of himself. The young person who sees himself as wanting to help other individuals, being skilled in gaining the confidence and trust of others, may move into social service areas. The individual who sees himself as having skills in working with words, both in the written and verbal media, might conceivably feel comfortable in the verbal area.

Combs[4,5] writes about self-concept as influencing one's present actions in all areas of life. Unless an individual has a postive self-image, he will not function in a postive manner. Thus, if a young person sees himself as one who does not have the ability to learn to read he will not become a good reader. On the other hand, if he sees himself as a good student, one who is verbal, and who knows how to handle words, he will attack reading problems in such a manner that he will become a good reader.

The Self Appraisal and Assessment Structure uses a self-concept in a manner that is a combination of these two. A consideration of the field scales will give the student insight into his occupational development. An examination of his level ratings will give him a better understanding of his self-concept in the academic realm. As the student progresses through school, he will make many decisions based on how he sees himself in these areas. As the students study their SAAS profiles, some will find that the picture presented by the profile will be in agreement with what they expected to see. Others will be either pleasantly or unpleasantly surprised to see that their SAAS ratings differ markedly from their expectations. Thus the student who has a realistic picture of his abilities will experience a reinforcement of his self-concept and may, in addition, obtain a clearer picture of himself which should result in a crystallization of his educational and occupational plans.

---

1. D. E. Super, The Psychology of Careers, Harper and Row, Publishers, Inc. New York, 1957.
2. D. E. Super, R. Starvishevsky, N. Matlin, and J. P. Jordaan, Career Development: Self-Concept Theory. College Entrance Board, Princeton, New Jersey, 1963.
3. Robert Hoppock, Occupational Information, McGraw-Hill Book Co., New York. 1967.
4. Donald Snygg and Arthur Combs, Individual Behavior, Harper and Brothers, New York, 1949.
5. A. W. Combs and D. W. Soper, "The Self, Its Derivative Terms and Research". Journal of Individual Psychology, XIII, 1957.

The individual whose aspirations are not realistic in terms of his past experience has two alternatives from which he can choose. He can enter into a program to remedy his weaknesses, or he can adjust his plans so they become compatible with his abilities.

A reasonable objective to which users of the SAAS system can aspire is that of giving each student a realistic self-concept that will have an action producing effect.

What Does SAAS Do?

During the four years that the SAAS materials have been in use, students who have taken them have been asked to evaluate the scales. Two bits of information have come through in each of these evaluations. One is that the whole process starts the students thinking about their occupational futures. The second is that it causes them to consider some fields they have never thought of before. These are important considerations. Many students complete high school and enter college, having done very little thinking about what they will ultimately be doing with their lives. There are several reasons why it is important for students to make some form of plans. Having a plan gives one a feeling of purpose. The individual who has no real purpose in school obviously loses an important motivational force. Additionally, an individual making an occupational choice relatively late in his school career may conceivably lose numerous opportunities to take courses that will help him prepare for his ultimate occupational objective.

It is easy to misunderstand the objectives of the program. During the four years the scales have been in use, the relatively plaintive cry, "Why do I have to make a vocational choice now? I am only a tenth grader", or "I am only a ninth grader", has often been heard This represents a misunderstanding. No one is suggesting that the student make a final vocational choice. What is being suggested is that he start thinking in terms of broad occupational fields. Even if this occupational exploration does not go beyond the broad fields, he can still make educational plans that are compatible to his occupational exploration. If on the other hand, he is motivated to refine his thinking to the point where he comes up with a specific occupational choice, his educational planning may also become more specific.

Another function that the instrument serves is that of causing students to face reality in terms of their own abilities. A comment written by one student as a reaction to the SAAS was, "I got a good picture of myself and didn't like what I saw". Another wrote, "Why do you disillusion us with such a blow at this time?" A group of junior boys looked at the results of their SAAS considerations and one of them said, "Gosh, we've blown the whole bit." He was referring to their school experiences and the fact that they had done little throughout their school careers to prepare themselves for any form of educational or vocational endeavor beyond high school. Each of these young people had been forced to face up to some facts about himself that many students ignore during their high school tenure. This can be a rather traumatic experience and some counselors have been a little fearful of what this might do to the student. It would appear that it is better to face reality in high school when there is still some time to make adjustments than to wait until the individual gets out of high school and finds himself in a position where there is no opportunity to readjust his school program. There are thousands of high school students in California who are progressing through a college preparatory sequence at less than a C level. This is hardly realistic. For many of these young people, however, reality will catch up to them when their initial job success leaves something to be desired, when they are refused admission to a four-year college, or when they experience failure in their first year at junior college. The logical question is, "Why not face reality early enough in high school to do something about the areas of weakness?" The individual who faces up to his inadequacies early enough to remedy what is remediable, or adjust the school program to weaknesses that cannot be remediated, will naturally make the most profitable use of his high school years.

A third important function of the SAAS system is that of helping the individual obtain a better understanding of his potential.

Through this process, he has an opportunity to do some vocational and educational exploration based on information that is relatively valid and which is acceptable and understandable to him. There are too many different vocational and educational opportunities open to young people in high school and college to leave one's future to chance.

Uses of the SAAS

Persons studying the manual may be interested in the maturity levels at which the SAAS has been administered and the various uses to which it has been put.

1. Grades 9 and 10. While the structure has been used in very limited quantities in Grade 8, it has been used in quantity in Grades 9 and 10. When the administration of the SAAS at this grade level has been followed by discussions, most success has been reported when the topics have covered abilities, traits, and values related to the fields rather than exploration of specific occupations. Many students at this age level are too far removed from entrance into the world of work to be interested in anything that even mildly suggests that they make an occupational choice.

2. Grades 11 and 12. The occupational maturity of students at this level is such that they will enter actively into exploration and discussion of occupations in the various fields. In their consideration, the Structure can be used with other vocational instruments. Some counselors have administered the SAAS in conjunction with interest inventories and have found that the instruments have supplemented each other effectively. After having taken the SAAS, students often find aptitude test results more meaningful.

One county Neighborhood Youth Corps administrator gave the SAAS to all the NYC students in his jurisdiction. He reported a postive response by the Corps students. The SAAS administration and the resulting attention did much for their feelings of self worth.

3. Adults. Limited use has been made of the SAAS at Junior College. Students enrolled in orientation classes need help in understanding themselves. Where it has been used for this purpose the Structure has been reported to be helpful.

At one Regional Occupational Center, the SAAS was used with adults who were attempting to get a new occupational start in life. These people react favorably to the instrument. The school-oriented references are slightly irritating to them but the nonthreatening aspects of the instrument, more than compensate for these minor irrelevancies.

NONREADING APTITUDE TEST BATTERY (NATB)

For use with disadvantaged persons:

The Nonreading Aptitude Test Battery is designed to test persons who do poorly on standard vocational tests because of reading difficulty, or because they cannot read at all.

Test instructions and test questions are read by the test administrator. After recording and evaluating scores, discriminatory barriers in employment can be broken down. Those tested can discover potentials and capabilities, regardless of lack of experience, education, or training.

Source: Judy E. Warrenfeltz
Office of Information
Publications and Reports
U.S. Department of Labor
450 Golden Gate Avenue
Box 36017
San Francisco, California 94102

or contact local HRD Office

GRAFLEX VOCATIONAL EVALUATION SYSTEM IN SUMMARY

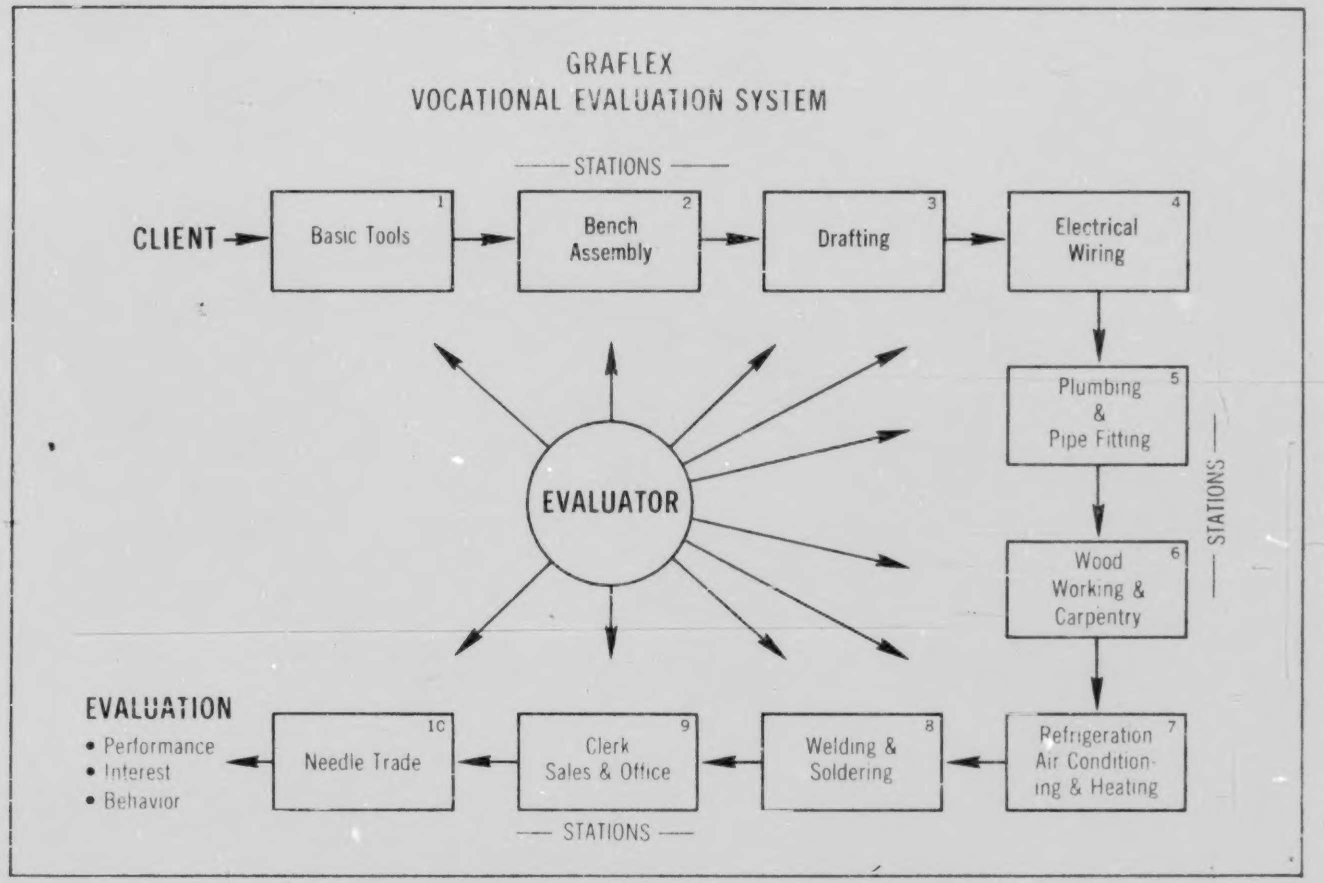
Developed by Graflex Education and Training Division, a company specialized in training the disadvantaged.
THE GRAFLEX SYSTEM: Pinpoints aptitudes and interests through work-directed activity in a variety of skill areas.

- Increases chances of success in later training
- Saves evaluator and trainee time
- Eliminates frustrations
- Increases training efficiency
- Variety of work skills evaluated
- Self-study work tasks and audio-visual techniques combined
- Quantitative and qualitative evaluation techniques utilized
- Assistance in putting the system into use is available

The Graflex Vocational Evaluation System is a direct result of Graflex' experience in training disadvantaged clients in a variety of programs:

- Job Corps Centers
- Vocational Rehabilitation Training Centers
- Correctional Programs
- NABS/JOBS Programs

Graflex Training Division offers a full line of services, curriculum materials, equipment, and management expertise for manpower development programs.


GRAFLEX
VOCATIONAL EVALUATION SYSTEM
STATIONS
CLIENT
Basic Tools 1
Bench Assembly 2
Drafting 3
Electrical Wiring 4
Plumbing & Pipe Fitting 5
Wood Working & Carpentry 6
Refrigeration Air Conditioning & Heating 7
Welding & Soldering 8
Clerk Sales & Office 9
Needle Trade 10
STATIONS
STATIONS
EVALUATOR
EVALUATION
• Performance
• Interest
• Behavior

AREAS OF APPLICATION

Vocational Rehabilitation Centers
Vocational/Technical Schools
NABS/JOBS Programs
Manpower Development & Training Centers
Correctional Programs
Business and Industry Training Programs
Labor Union Training Programs
Job Corps Centers
Community Training Programs

Graflex will work with any organization to tailor the Vocational Evaluation System to the customer's requirements and smoothly integrate it into existing programs. We will also work to develop individual stations or an entire system to meet particular requirements.

SINGER
EDUCATION & TRAINING PRODUCTS

For Additional Information, please contact:

Graflex Education and Training Division
3750 Monroe Avenue
Rochester, New York 14603
Phone: 716 586-2020

BRAINARD OCCUPATIONAL PREFERENCE INVENTORY

The Brainard Occupational Preference Inventory gives student and teacher some insight for determining the kinds of job related tasks a student likes best and those he dislikes.

Ratings from this particular questionnaire are helpful in channeling studies or interests, determining future class schedules, and identifying possible career fields for exploration.

Students are asked questions like: How would you like to answer the telephone, give information asked, or take messages for others; sell things or services to people, explaining why they should buy them; drive a truck or automobile, pilot an airplane, or run a motorboat and understand its mechanism? Students answer questions on a scale of 1-5 with one being equal to "strong dislike" and five being equal to "strong like."

Source: The Psychological Corporation
304 East 45th Street
New York City, New York 10017

number on the answer sheet is the same as the number of the question you are answering. Make some mark for every question; do not skip any. When you get to Part 2, which begins with question 101 on page 7, answer the questions on the left-hand side of the page if you are a male or the questions on the right-hand side of the page if you are a female.

Remember: make your marks heavy and black and keep them inside the pairs of dotted lines. Now begin.

The examiner and proctors should walk among the subjects while they are taking the Inventory to check that responses are recorded properly and that items are not omitted.

The subjects may be permitted to turn in their answer sheets, booklets and pencils when they have finished all of the items or they all may be required to stay quietly in their seats until everyone has finished. The former is the preferable procedure if the conditions of the testing room permit.

SCORING

Six field scores are obtained from the *Brainard Occupational Preference Inventory*. Spaces for recording the scores are provided on the answer sheet. Scoring may be done either by hand or by a test scoring machine.

HAND SCORING

The questions for each of the six fields are in a block on the answer sheet. Page 4 of this Manual shows an answer sheet on which lines have been drawn to outline the blocks of items for each field. The scorer may either keep this page of the Manual in sight when scoring or make a copy on a blank answer sheet. It is not necessary to draw the lines on each used answer sheet as one will quickly become familiar with the position of the fields.

The weights for the various responses are: 1 for SD; 2 for D; 3 for N; 4 for L; and 5 for SL. Score each field by summing the appropriate weights for the given responses and record the scores in the proper boxes at the top edge of the answer sheet. These are the boxes immediately following the names and numbers of the fields. The lowest possible score for any field is 20, meaning that the subject has marked the SD for each item; the maximum score is 100, in which case every item has been marked through the SL.

The table below shows the item numbers for each occupational field.

Field	Item Numbers
I — Commercial	1-20
II — Mechanical	21-30; 41-50
III — Professional	31-40; 51-60
IV — Esthetic	61-70; 81-90
V — Scientific	71-80; 91-100
VI — Agricultural (for Boys) Personal Service (for Girls)	101-120

OMITTED ITEMS

If only one item in a field has been omitted, treat it as a response of N (neutral) and give it a weight of 3. But when two or more items in a field have not been marked, no score should be obtained for that particular field as such a score could only be an approximation of the subject's interest. Should there be six or more omitted items throughout the entire answer sheet, the paper should not be scored even though the omissions are in different fields. It is assumed from a record of this kind that the subject was not responding to the best of his ability. If possible, either return the answer sheet for completion, or retest.

MACHINE SCORING

A single scoring stencil permits an operator to obtain all six field scores from one insertion of the answer sheet in the IBM Test Scoring Machine. The settings of the switches to get the various scores are shown in the table below.

Setting of Master Control Switch	Setting of Formula Switch	Field Score
A	A on Rights	I — Commercial
A	A on Wrongs	II — Mechanical
B	B on Wrongs	III — Professional
B	B on Rights	IV — Esthetic
C	C on Rights	V — Scientific
C	C on Wrongs	VI — Agricultural (Boys) Personal Service (Girls)

Since a considerable number of switch movements are involved, the scoring machine operator should study the table carefully. Note, for example, that when the Formula B switch is set on Wrongs, the score for Field III is obtained; when it is set on Rights, the Field IV score is obtained. It is, of course, extremely important to record scores in the proper boxes on the answer sheet.

Attention should be paid also to the rheostats corresponding to the A, B and C formula switches. The rheostats should be adjusted to give a proper reading when the appropriate formula switch is set to either R or W. This should be checked by putting through the machine marked answer sheets for which each field score is known in advance. On each such check sheet, no two field scores should be the same.

Before actual scoring, the answer sheet must be scanned. Since the examinee is required to make relatively long marks on the answer sheet, it is important to make sure that each mark is of sufficient length in terms of the answer intended, and that the entire mark fills up the space between the dotted lines.

INTRODUCTION

The *Brainard Occupational Preference Inventory* permits a systematic study of a person's interests. It is a standardized questionnaire designed to bring to the fore the facts about a person with respect to his occupational interests so that he and his advisers can more intelligently and objectively discuss his occupational and educational plans. The Inventory can be administered in about 30 minutes. It is intended for students in grades 8-12 and adults.

The Inventory requires a relatively low level of reading skill, as determined by application of readability formulas.[*] Because of this, it may appropriately be used at lower educational levels than similar instruments which contain more difficult reading material. Adults with limited educational backgrounds may also be able to react with greater understanding to the items of the Inventory.

A questionnaire of this type does not analyze the vocational fitness of the person who answers the questions. It provides information concerning one vital phase in the complex matter of setting his vocational plans wisely and planning a program for attaining his goals. The counselor needs to be aware of many other variables and to warn the counselee about the necessity for other data about himself and his proposed choices. Other personal factors which must be considered are general ability, special abilities, physique, sex, age, and special training, in addition to a general appraisal of the economic significance and limitations of the proposed occupation. The interpretation of preferences, as measured by the Inventory, in relation to these matters is of great concern to the counselor.

DESCRIPTION OF THE INVENTORY

The *Brainard Occupational Preference Inventory* yields scores in six broad occupational fields for each sex. Both boys and girls obtain scores in the fields identified as Commercial, Mechanical, Professional, Esthetic, and Scientific. Only boys answer the items which yield an Agricultural score; only girls answer the items for a Personal Service score.

Each field contains twenty questions divided equally among four occupational sections. The subject responds to each item by indicating whether he strongly dislikes the activity, dislikes it, is neutral about it, likes it, or strongly likes it. Answers are marked on a separate answer sheet by drawing a line which indicates the choice of response.

ADMINISTRATION

PREPARATION

The room in which the Inventory is administered should be well-lighted, well-ventilated and free from distractions. Each subject should have adequate space in which to work. The examiner must become thoroughly familiar with the instructions on the cover of the Inventory booklet, particularly with the method of marking answers on the separate answer sheet. If more than 25 individuals are to take the Inventory in a single session, the examiner should have the assistance of one or more proctors who are familiar with the instructions. The examiner must assume responsibility for having all the necessary materials on hand and ready for the administration of the Inventory.

MATERIALS

For every person who is to take the Inventory there must be a question booklet, an answer sheet and a pencil with an eraser. If the answer sheets are to be machine scored, the pencils must contain electrographic lead. The question booklets are reusable, so it is important that the subjects make no marks in them.

TIME

There is no time limit for the *Brainard Occupational Preference Inventory*, but 30 minutes should be ample for the administration of the Inventory to most persons. This permits use of the Inventory during a single class period.

PROCEDURE

Distribute the question booklets, answer sheets and pencils. Say:

> **Do not make any marks on the question booklet. Do not write on the answer sheet until I tell you to do so.**

When everyone has his materials, say:

> **Look at the instructions on the booklet while I read them with you.**

Read aloud the instructions on the front page of the booklet. After the subjects have filled in the identifying information on their answer sheets, ask for questions about the marking of responses.

After all such questions have been answered, say:

> **When I tell you to begin, open the booklet to the questions and put your answers on the separate answer sheet by drawing lines as described in the instructions. Be sure that the**

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[*] Stefflre, B. The reading difficulty of interest inventories. *Occupations*, 1947, **26**, 95-96. See also: Roeber, E. C. A comparison of seven interest inventories with respect to word usage. *J. educ. Res.*, 1948, **42**, 8-17.

JOB-O

Job-O is an aid for students to determine what jobs best fit their interests, what they like to do, and what special skills or training they will need to fit certain jobs they would like.

This test is helpful in determining areas for career exploration, but not aptitude, ability or previous experience.

Source: CFKR Career Materials
P.O. Box 4
Belmont, California 94002

What will you be doing a few years from now?

What would you like to be doing? How can you find out what you want to do?

JOB-O will help you find out how you see yourself, what kind of job best fits your interest, what you like to do most, and what skills you need to get that job. However, JOB-O does not measure your ability or aptitude to do the task involved in the occupation you will choose. JOB-O IS EXPLORATORY ONLY.

You are now ready to begin.

1. First obtain an *Insert Folder* entitled *"JOB TITLE SEARCH"*. Place that *Insert Folder* between pages 8 and 11 in this booklet so that the JOB-O INDEX BOXES can be seen above this page.

2. Now having placed the *Insert Folder* in the booklet you are ready to take the test. Be sure to read and follow all directions on each page.

3. When you have completed the boxes in the JOB-O INDEX, read the directions on the *Insert Folder* and find jobs that match five or more of your numbers. You will find 120 jobs listed on pages 11-14. Go through all of the jobs and then the research on the *Insert Folder*.

THIS BOOKLET IS REUSABLE — PLEASE DO NOT MARK IN IT.

TURN TO PAGE THREE AND BEGIN.

CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY (COPS)

Appropriate for both college bound and N.O. students, the California Occupational Preference Survey measures interests and activities at professional and skilled levels in fourteen occupational clusters.

Students are presented with instruction on how to obtain and interpret their interest scores in relation to the scores of students at their educational level.

The student is then encouraged to begin acquainting himself with the available information in the career areas where his interest scores are high. This instrument is an aid to constructive career planning at the high school level.

Source: Educational and Industrial
Testing Service
P.O. Box 7234
San Diego, California

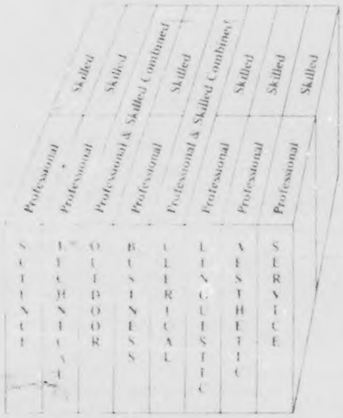
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY

The California Occupational Preference Survey (COPS) was developed for use in vocational counseling, particularly with junior and senior high school and college students and young adults. It is particularly well suited as a point of departure for exploring the world of work since interest scores are presented in terms of families of related occupations, thus broadening the outlook of occupational opportunities available to an individual with interests in a particular area. The rationale underlying interpretation of scores is that the young adult who is just formulating his career plan would prefer to increase his knowledge of those many occupations available within his particular area of interest rather than isolating a single occupational choice.

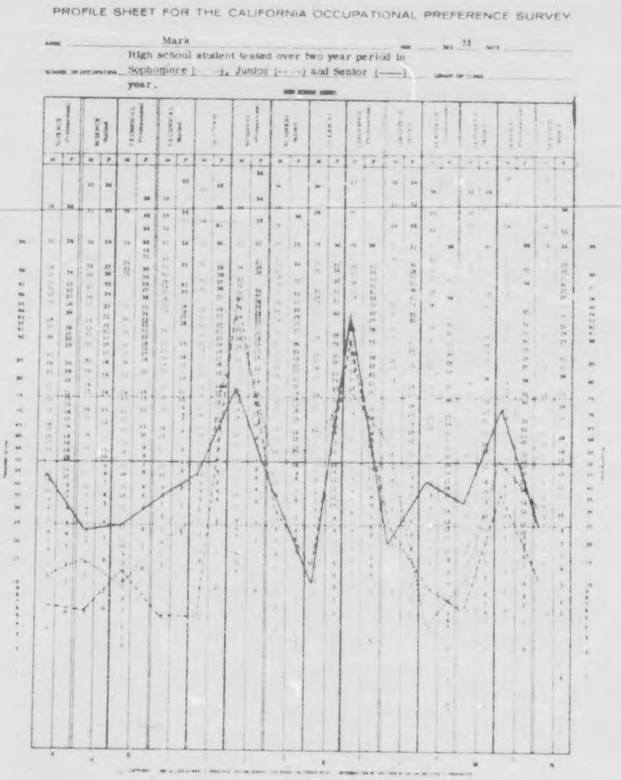
Fourteen occupational cluster scores are obtained from the COPS representing the entire spectrum of occupations. Interest in occupational activities at two levels (identified as Professional and Skilled) are measured within six major groupings plus two additional groupings for which levels appear to be inappropriate. In general, those occupations in the Professional Level are characterized by a greater degree of autonomy and responsiblity and typically require college training and advanced degrees. Occupations in the Skilled Level are those usually requiring specialized training such as would be obtained in trade or vocational school and on-the-job training. Interpretation of scores begins with the comparison of an individual's scores profiled against norms presented for the COPS high school or college sample.

THE COPS STRUCTURE OF OCCUPATIONS

Development of the COPS was based on the classification of occupations into major groups and levels within each group as hypothesized by Anne Roe. Factorial research into the occupational interests of students required certain modifications in this theoretical classification resulting in the model of occupations measured by the COPS.[1] The structure of this model is depicted below.



Validity in terms of internal structure and criterion group profiles and reliability in terms of split-half and test-retest estimates are presented in detail in the COPS manual. Median reliability coefficients for these conditions were, respectively, .92 and .88. A study of the stability of COPS profiles through the high school years is also reported in the manual. Shown below is a profile of a high school student from a sample tested on three different occasions over a two-year period illustrating the stability of the COPS interest profile.



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[1] Knapp, R. R. Classification of occupational interests into groups and levels. Paper presented at the Society of Multivariate Experimental Psychology meeting, Berkeley, 1967.

please send...

A DEMONSTRATION PACKET for the *CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY* is available, without charge, to teachers and counselors who request this for consideration in school use.

☐ Demonstration packet for consideration for classroom use.

☐ Complete COPS specimen set $2.25

School District ______________________ P. O. No. ____________

Attention ____

Street ____

City ____________________ State ____________ Zip ________

Signature ____

(39)

FORMAT AND ADMINISTRATION:

The COPS consists of 168 items describing activities performed in many different kinds of occupations. Students respond to these activities by indicating their degree of liking or disliking for each activity. The items reflect actual tasks performed rather than being phrased in terms of often unfamiliar occupational titles. Further, the COPS is brief and when using the Self-Scoring Form can usually be completed in 20 to 30 minutes and scored by the student in another 15 to 20 minutes. Responding to the survey proves to be an interesting experience for the student and provides a valuable entry into the exploration of the world of work.

The COPS response format and sample items are as follows:

L	l	d	D	
▬	::::	::::	::::	Like very much
::::	▬	::::	::::	like moderately
::::	::::	▬	::::	dislike moderately
::::	::::	::::	▬	Dislike very much

	L	l	d	D
14. Make passengers at ease for a commercial airline	::::	::::	::::	::::
39. Operate an office duplicator or copy machine	::::	::::	::::	::::
65. Apply composition roofing or tile to the roofs of buildings	::::	::::	::::	::::
82. Write a brief instruction sheet	::::	::::	::::	::::
161. Conduct a youth group leadership training program	::::	::::	::::	::::

Overhead transparency masters are available to assist teachers and counselors in working with groups of students on the administration of the COPS. These also may be useful in explaining student COPS scores to groups of parents.

USES:

The COPS is designed for use in guiding students in the exploration of occupations. It is particularly appropriate for the following applications:

- in classroom group guidance units as a point of departure for exploring the world of work.
- as an introduction to use of *VIEW* or the *Dictionary of Occupational Titles.*
- as a guide for students in exploring outside sources of information about specific occupations.
- to assist students in planning their high school and college major program.
- to assist students plan their post high school training.
- to help widen occupational horizons for the potential dropout by specifying occupational opportunities available to them within their particular area of interest.
- for individual counseling with high school or college students.

FEATURES OF THE COPS:

EASE OF ADMINISTRATION. The COPS is comparatively short and is easy for the counselor or teacher to administer and easy for the counselee or student to answer. Statement of job activities is in a form easy to respond to even by those students who may otherwise be unfamiliar with the occupational title. Further, the COPS free-choice response format allows the student to state his degree of liking or disliking for each activity and does not force students to chose between activities which may be equally appealing or distasteful as in forced-choice inventories.

BRIEF ADMINISTRATION TIME. The Self-Scoring Form can usually be group administered in about 20 to 30 minutes and self scored in about 15 to 20 minutes. Thus, administration and scoring can often be completed in one class period. A study in one sample of 164 unselected high school students showed the range of time to respond to the items to be six minutes to 27 minutes with a mean of 13 minutes. Self-scoring time ranged from five minutes to 20 minutes with a mean of 11 minutes.

ONE INSTRUMENT FOR PROFESSIONAL AND SKILLED OCCUPATIONS. The COPS measures interest in occupational clusters both at the professional and non-professional levels. One instrument thus provides interest profiles appropriate both for the college oriented student as well as for the vocationally oriented student.

MACHINE SCORING. For large administrations machine scoring may be accomplished in computer by using one of two sheets which may be read either by the IBM 1230 or Digitek optical readers.

SELF-SCORING FORM. A specially printed disposable test booklet may be hand scored by students themselves and profiles plotted on the *Self-Interpretation Guide* booklet providing a compact and definitive vocational guidance unit with immediate feedback of results.

GROUP GUIDANCE. Classroom guidance is facilitated for the counselor or teacher through use of the *Self-Interpretation Guide* and auxiliary reference material available to the student. The survey provides the student with a broad overview of the world of work enabling him to consider a large number of individual occupations.

SELF-INTERPRETATION GUIDE. The interest profile which results from plotting the COPS scores shows the students' relative interest in each occupational area as compared with other students. Each student may select for further individual study occupations in those areas where their interests are highest. Sample occupations are presented in the student's copy of the *Self-Interpretation Guide and Profile Sheet*. These occupations are keyed to the DOT page number and, by following this up, the student is referred to current, detailed information about these and other related occupations in his area of interest. Sample occupations are also keyed to the V.I.E.W. system and in those localities where this or similar microfilm occupational dissemination systems are available, the student can obtain information appropriate to his locality about these occupations.

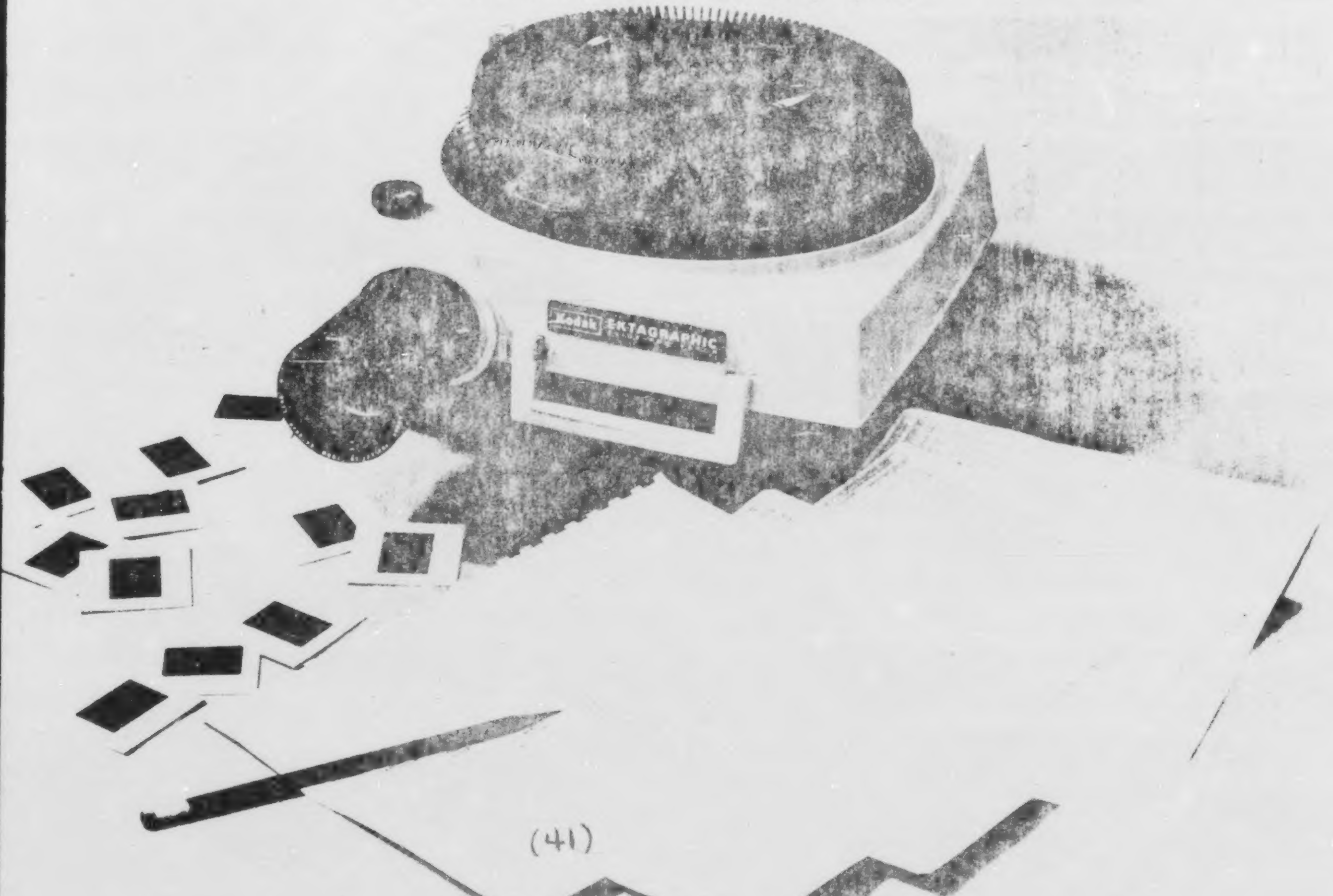
IMMEDIATE FEEDBACK AT LOW COST. Use of the *Self-Scoring Form* in conjunction with the *Self-Interpretation Guide* provides the students with immediate results of their individual interest patterns. In providing for local, student self-scoring, the COPS eliminates the time delay in reporting results to the student and greatly reduces the cost of obtaining these results.

why not help them PIC it?

with the help of

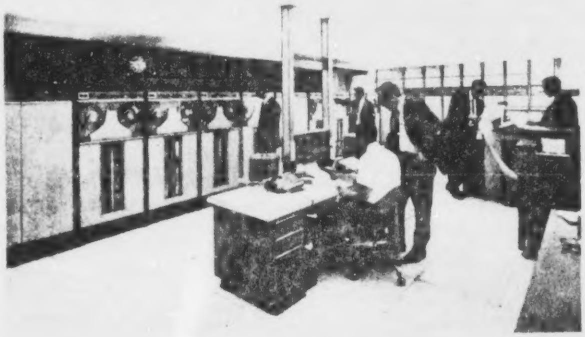
EDUCATORS ASSISTANCE INSTITUTE

The PIC (Pictorial Inventory of Careers) is a new and unique vocational guidance tool. It is the result of over three years of research and development during which time it was given to over 4000 students. The PIC represents a different approach to career interest assessment. It utilizes a pictorial technique which sets it apart from the traditional verbal interest inventories. Because of its non-verbal design it can be (and has been) used with almost any age group, elementary, junior high, senior high and post high school adults. Every aspect of this inventory has been conceived with simplicity in mind. The only equipment required to administer the PIC are a standard slide projector, two trays of slides and a brief set of instructions. The only implements needed for taking the PIC are a pencil and answer sheet. The results are provided on an easily readable computer print-out that requires a minimum of interpretation. The PIC is truly the first fresh idea in career interest assessment to come along in years.



The PIC consists essentially of a set of 35 mm. slide pictures of people performing diverse tasks in twenty-one different occupational clusters: Agriculture, Business and Office (Data Processing), Business and Office (Secretarial), Communications (Fine Arts), Communications (Media), Criminal Justice, Electrical/Electronics, Engineering Technology (Applied), Engineering Technology (Civil/Drafting), Environmental & Natural Resources, Health Services, Home Economics & Food Services, Mid-Management & Supervision, Science and Laboratory, Service (Air Transportation), Service (Fire Science), Service (Personal), Service (Public), Trade And Industry (Construction), Trade & Industry (Mechanics), Trade & Industry (Metal Trades). There are ten slides for each cluster. The slides are shown, without commentary at eight second intervals. The "testee" responds to the slides by marking one of five choices, strongly like, slightly like, neutral, slightly dislike and strongly dislike. The computer tallies the responses and provides the results on a large, clear print-out. The individual receives both an "absolute score" which indicates whether his total response to the ten slides of each cluster was positive, neutral or negative, and a percentile ranking for each cluster.

The PIC doesn't pretend to be able to tell people "what they are supposed to be." What it can do is help point an individual in a particular though still somewhat general direction and give him a basis for further career exploration and decision-making. This inventory is not designed to replace traditional interest assessment devices but to supplement them and fill the gaps which they do not cover. The PIC emphasizes a wide variety of careers which require less than four years of college. In fact, complete training for these careers can usually be accomplished in two years or less through programs routinely offered at community (junior) colleges and trade/technical schools. The PIC's "affective" approach to vocational testing exposes students to a facet of career interest assessment ignored by the traditional inventories. Its non-verbal method allows the non-academic or educationally disadvantaged an opportunity to have a productive, non-threatening testing experience. These are some of the reasons the counselors and test administrators from all the schools in which the PIC was tried enthusiastically acclaimed it as a uniquely useful counseling tool. It won't solve all vocational guidance problems. But it does provide some answers that no other instrument on the market can deliver.



EDUCATORS ASSISTANCE INSTITUTE HAS A PROGRAM JUST FOR YOU . . .

Educators Assistance Institute is dedicated to the improvement of the educational process by the use of the latest in computerized systems in combination with the best in evaluative techniques. Our other services include the "Priority Counseling Survey" designed to provide student heads assessment in both educational and career areas and, "Career Decision Making," designed to assist your staff in developing a career center and career class, and the "Risk-Taking Attitude Values Inventory" designed to provide a practical, inexpensive way to get information you need to help solve behavior problems and to realize the best potential in every person.

EDUCATORS ASSISTANCE INSTITUTE
Subsidiary of System Development Corporation
9841 Airport Blvd.
Los Angeles, California 90045 (714) 639-3660

Gentlemen. Please send me more information on the following.

☐ Pictorial Inventory of Careers
☐ Career Decision Making
☐ Priority Counseling Survey
☐ Risk Taking Attitude-Values Inventory

Name ______________________

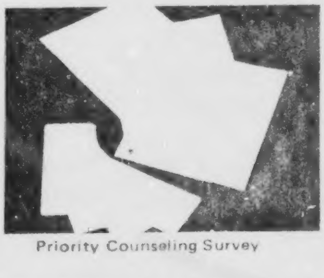
Address ______________________

City. State ______________________

Phone ______________________

Pictorial Inventory of Careers

Career Decision Making



Priority Counseling Survey

Risk-Taking Attitude Values Inventory

OCCUPATIONAL CAREER CLUSTERS

Once the student has taked a good look at his aptitudes and his interests through the use of the preceding instruments and teacher counseling, the student must then systematically begin an exploration of jobs and careers which match his aptitudes and interests.

One meaningful way to begin this exploration is to ask the student to choose two or three areas to explore. The "Job Clusters" listed on the following pages are an easy way for the student to look at all occupational areas. We in the Fullerton Union High School District have found them very useful because they can be reproduced, and each student can have his own copy to keep in his folder.

CAREER CLUSTERS

1. BUSINESS AND OFFICE OCCUPATIONS
2. MARKETING AND DISTRIBUTION OCCUPATIONS
3. COMMUNICATIONS AND MEDIA OCCUPATIONS
4. CONSTRUCTION OCCUPATIONS
5. MANUFACTURING OCCUPATIONS
6. TRANSPORTATION OCCUPATIONS
7. AGRI-BUSINESS & NATURAL RESOURCES OCCUPATIONS
8. MARINE SCIENCE OCCUPATIONS
9. ENVIRONMENTAL CONTROL OCCUPATIONS
10. PUBLIC SERVICE OCCUPATIONS
11. HEALTH OCCUPATIONS
12. HOSPITALITY AND RECREATION OCCUPATIONS
13. PERSONAL SERVICES OCCUPATIONS
14. FINE ARTS AND HUMANITIES OCCUPATIONS
15. CONSUMER & HOMEMAKING-RELATED OCCUPATIONS

These fifteen represent the entire world of work around which Career Education might be developed, as suggested by the United States Office of Education.

SUGGESTED OCCUPATIONAL CLUSTERS

	AGRI-BUSINESS & NATURAL RESOURCES	COMMUNICATIONS & MEDIA	CONSTRUCTION	CONSUMER & HOMEMAKING OCCUPATIONS	ENVIRONMENT	FINE ARTS & HUMANITIES	HEALTH OCCUPATIONS	HOSPITALITY & RECREATION	MANUFACTURING	MARINE SCIENCE	MARKETING & DISTRIBUTION	OFFICE OCCUPATIONS	PERSONAL SERVICE	PUBLIC SERVICE	TRANSPORTATION
ROFESSIONAL															
KILLED															
EMI-SKILLED															
NSKILLED															

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Department of Education
372193

CAREERS RELATED TO AGRICULTURAL SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
B.A. or above	Vocational Agricultural Teachers County Agent	Agriculture Broker Appraiser (Farm) Home Demonstration Agent	Agricultural Engineer Soil Scientist Veterinarian Ecologist Horticulturist Plant Physiologist	Agronomist County Agent Forester	University Teacher (Agriculture) Agricultural Journalist	
II H.S. plus Technical		Implement Dealer Realtor (Farm)	Plant Quarantine Inspector Farm Mechanic	Nurseryman Apiarist Floraculturist Dairy Tester		
III H.S. Graduate		Auctioneer	Butter Churner Butter Maker Cheese Maker Blacksmith Butter Grader	Landscape Gardener Farmer: Dairy Fruit General Grain Livestock Vegetable Herdsman Farmer, General		
IV Less Than H.S. Graduate	Agriculture Aide	Grain Sampler Grain and Elevator Worker	Butchers Butter Cutter Butter Wrapper Meat Curer Egg Grader Greenhouse Worker	Dairy Hands Farm Laborers Fire Guard		Lead Pony Boy

CAREERS RELATED TO ART

Levels	Services	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
I B.A. or above	Histological Illustrator	Advertising Manager	Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer	Landscape Architect	Curator Art Editor Art Teacher	Creative Artist Painters Sculptors Designers-Stage Designers-Jewelry Ceramic Designer
II H.S. plus Technical		Art Appraiser Commercial Artist Floral Designer Jewelry Store Manager Art Dealer	Draftsman Die Designer Etcher, Hand Photoengraver Wood Engraver Architectural Modeler Delineator		Art Librarian	Advertising Lay-Out Designers-Clothes Millinery Testile Interior Decorator Greeting Card Illustrator
III H.S. Graduate	Caterer Cake Decorator	Art Auctioneer Buyer of Art Goods Display Man	Bookbinder Glass Blower Jewelers Lithographers Sign Painter			Drapers Illustrators Photographer Cartoonist Mannequin Colorer Hand Grainer
IV Less than H.S. Graduate	Wardrobe Mistress Art Gallery Guard	Stone Carver Gift Wrapper		Landscape Gardener		Animator Artist Show Card Writer Plaque Maker Craft Worker

BUSINESS AND DISTRIBUTIVE CAREERS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Employment Manager Personnel Manager Office	C.P.A. Broker Auditor Controller Credit Manager Office Manager Sales Manager Market Specialist Accountant Banker	Telephone Engineer Data Processing Systems Analyst System Engineer		College Teacher Commercial High School Teacher Journalist	
II H.S. plus Technical		Purchasing Agent Secretary Paymaster Bank Teller Salesman Department Store Buyer	Contractor-General Medical Records Librarian		Law Clerk	
III H. S. Graduate	Telegrapher Telegraph Agent Railroad Conductor Postal Worker Telephone Operator	Bookkeeper Cashier Stenographer Credit Clerk Sales Clerk Office Worker Station Agent Dispatcher Typist Billing Machine Operator Receptionist File Clerk	Tabulating Machine Operator Programmer			

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate	Census Taker Rural Mail Carrier Elevator Operator.	Stock Clerk Multigraph Operator Messenger Boys Collector Office Boy		House to House Salesman		

CAREERS RELATED TO ENGLISH AND LANGUAGE ARTS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Reading Specialist Speech Therapist	Advertising Manager Public Relations Sales Engineer Traffic Manager	Technical Writer	Sports Writer	Lawyers Editor Clergyman English and Language Art Teacher Foreign Correspondent Tutor Journalist	Lecturer Author Continuity Writer Actor Dramatic Critic Scenario Writer
II H.S. plus Technical	Interpreter Translator	Retail Manager Salesman Sales Person Secretary	Cryptographer		Radio Announcer Reporter Librarian	Script Writer
III H.S. Graduate	Customs Inspector Immigration Inspector	Auctioneer Demonstrator Buyer Floorwalker Sales Clerks Foreign Exchange Clerk Stenographers	Telephone Operator Printer			Copy-writer
IV Less than H.S. Graduate	Hostess Usher				Proofreader	

CAREERS RELATED TO FOREIGN LANGUAGES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Diplomat Curator Missionary	Tour Conductor Commercial Attache Branch Manager Airways Corp.	Translator of Technical Writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist		College Language Teacher Writer Foreign Language Paper Foreign Corres-pondent High School Language Teacher	Opera Singer Critic Actor
II H.S. plus Technical	Language Librarian Steward or Stewardess Receptionist	Dealer Foreign Books Secretary Bilingual Travel Bureau Manager Foreign Service Worker Fashion Buyer	Wireless Operator Researcher		Brodcaster	Art Collector
III H.S. Graduate	Interpreter Translator Customs Inspector Traveling Companion	Foreign Clerk Foreign Collection Clerk Exporter Importer		Policeman		

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate	Hotel Worker	Hotel Clerk Armed Forces Merchant Marine Information Aide Courier		Taxi Driver		

CAREERS RELATED TO HOME ECONOMICS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Homemaker	Home Demonstration Agent Journalism Institution Manager Test Kitchen Worker Extension Service Specialist	Dietitian Food Chemist Research Worker Registered Nurse		Homemaker College Teacher Home Economics Teacher Occupational Therapist Youth Group Advisor Public Health	
II H.S. plus Technical	Homemaker Air Stewardess Chef Practical Nurse	Food Salesman	Meat and Dairy Inspector		Homemaker	Fashion Designer Textile Designer Interior Decorator
III H.S. Graduate	Homemaker Barber Beautician Caterer Head Waiter Alteration Seamstress in Dept. Store		Dressmaker Tailor Upholsterer Candy Maker		Homemaker	Cake Decorator Bon Bon Maker
IV Less than H. S. Graduate	Homemaker Butler Cooks Nurse Maid Bus Boy Chambermaid Wardrobe Mistress Waiter	Comparison Shopper	Baker Butcher Dry Cleaner Hands Garment Inspector Garment Maker-Factory		Homemaker	Head Embroiderer

CAREERS RELATED TO INDUSTRIAL EDUCATION

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above		Sales Engineer	Mechanical Engineer Electrical Engineer Aero-Engineer Air-Conditioning Engineer Automotive Engineer Ceramic Engineer Civil Engineer Industrial Chemist		Editor of Industrial Publications Reporter of Industrial Publications Teacher of Industrial Publications Writer of Industrial Publications	Architects Artist
II H.S. plus Technical	Radio and TV Repairman	Contractor Building Trades	Technician Airplane Pilot Factory Foreman Boiler Inspector Radio Operator Die Designer Draftsman		Vocational Instructor Printer	
III H,S, Graduate		Telephone Inspector	Machinist Airplane Mechanic Blacksmith Boilermaker Bookbinder Bricklayer Cabinetmaker Carpenter Welder	Crane Operator Oil Well Driller Lineman Operating Engineer	Linotype Operator Compositor	Photographer

Careers Related To Industrial Education PAGE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
	Bus Driver Chauffeur Dray Man Truck Driver Custodian Building Cleaner Maintenance Man	Multigraph Operator	Armature Winder Assembler Babbitter Blast Furnace Blower Brake Adjuster Leather Worker Airplane Cleaner Blaster Machnine Operator	Lumber Inspector Tractor Driver Stationary Engineer		Photo-Technician

CAREERS RELATED TO MATHEMATICS

Levels	Science	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Corp. Statement Analyst Reorganization Advisor Tax Expert Marketing Expert Psychometrist	Investment Advisor Banker System Analyst Computer Programmer Econometrician Bursar Accountant, Public Statistician Actuary	Astronomer Physicist Mathematician Engineer, Electrical, etc. Research	Navigation Civil Engineer	Economist Teacher Mathematics Sociometrician	Architect
II H.S. plus Technical	Tax Collector Airplane Inspector	Collection Manager Appraiser Auditor Bank Examiner Office Manager Sales Manager	Contractor Machine Designer Radio Operator Draftsman Tool Designer Optometrist	Surveyor		Motion Pictures (Audio)
III H.S..Graduate	Assessor Actuarial Assistant	Statistical Clerk Cashier Bookkeeper Ticket Agent Broker's Clerk Cost Clerk Budget Clerk Secretary to Accountant Teller Billing Clerk	Tool Maker			

Careers Related to Mathematics

Level	Service	Business Clerical and Sales	Science and TEchnology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate	Machine	Card Punch Operator Computing Machine Operator Sales Clerk				

CAREERS RELATED TO MUSIC

Level	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Art and Entertainment
I B.A. or above		Impressario Music Store Manager			College Music Teacher High School Music Teacher	Composer Chorus Master Conductor Choir Master Music Critic Concert Master Opera Singer Orchestrator
II H.S. plus Technical		Salesman, Music and Musical Instruments			Music Teacher Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III H.S. Graduate		Sales Clerk, Music Store	Musical Instrument Repairman Organ Tuner Violin Maker Violin Repairman			Instrument Musician
IV Less than H.S. Graduate						Stage Hands

CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH

(For other health careers see Science Table)

Levels	Science	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	School Nurse Camp Director Community Recreation Leader Health Education Leader Playground Director Athletic Trainer		Physical Therapist Research Physiological Sanitary Engineer Recreation Therapist Occupational Therapist Hospital Rehabilitation	Park Supervisor	Teacher Phy. Ed. Sports Columnist Sports Editor Sports Announcer Sports Writer	College Athletic Coach High School Athletic Coach Sports Cartoonist
II H.S. plus Technical	Playground Worker	Sporting Goods Store Manager Salesman	Golf Club Maker			Aerialist Choreographer Dancer Dancing Master Professional Athlete
III H.S. Graduate	Community Center Worker Athletic Manager Time Keeper Umpire Golf Course Ranger Lifeguard Masseur Referee Camp Counselor			Green's Keeper		
IV Less than	Caddie Recreation Facility			Hunting and Fishing		

CAREERS RELATED TO SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or above	Occupational Therapist Psychologist Psychiatrist Dietitian	Sales Engineer Mfg. Electronic Equipment	Anthropologist Chemist Medical Technologist Astronautic Engineer Physicist Engineer Mathematician Physician Biologist Botanist Veterinarian Pharmacist Nurse Dentist Chiropractor	Agronomist Wildlife Specialist Range Management Specialist Horticulturist County Agent Landscape Architect	Curator Science Teacher Phy. Ed. Teacher	
II H.S. plus Technical	Mortician	Pharmaceutical Salesman Medical Secretary Chemical Secretary Salesman, Scientific Supplies and Equipment	Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Weather Observer Practical Nurse Embalmer	Floriculturist Nurseryman Tree Surgeon Fish Culturist Soil Conservation		Botanical Artist
III H.S. Graduate	Masseur		Taxidermist Glass Blower Dry Cleaner Textile Technician Lab. Technician	Landscape Gardener Poultryman Truck Gardener Apiarist		

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
IV Less than H.S. Graduate			Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide	Lumber Inspector Nursery Employees		Animal Trainer Photographic Technician

CAREERS RELATED TO SOCIAL STUDIES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I H.S. or above	Social Worker Psychologist F.B.I. Agent Counselor YMCA Secretary Clergyman	Government Official Industrial Executives Economist Market Analyst Buyers Arbitrator	Archaeologist Paleontologist Anthropologist		Judges Lawyers Philologist Editor Sociologist News Commentator Reporter Librarian	Museum Curators Historian (Dramatic arts)
II H.S. plus Technical	Police Sergeant Detective Sheriff Employment Interviewer	Union Official Bank Teller Salesmen Wholesaler Retailer			Justice of the Peace Law Clerks Radio Announcers	Tour Conductor Travel Bureau Director Cartoonist
III H.S. Graduate	Policemen Religious Workers Bus Drivers	Floor Walkers Interviewers (Poll) House Canvassers and Agents			Library Assistant	Museum Guide
IV Less than H. S. Graduate	Train Porters Taxi Drivers Bellhops Elevator Operators Usher	Peddlers Newspaper Boy			Library Page Copy Boy	

Tennyson, W. Wesley, Thomas A. Soldahl, and Charlotte Mueller. *The Teacher's Role in Career Development.* Washington, D.C.: National Vocational Guidance Association. Printed 1960. Revised 1965.

FIELD TRIPS

Planning a number of field trips can begin by contacting your local Chamber of Commerce, Business Men's Association, or any of the service clubs in your area. These organizations usually keep a list of companies that are receptive to touring groups through their facilities.

It is advisable to make your initial contacts for field trips several months in advance. Ask the public service department of the plant you wish to visit for some written information (pamphlets, brochures, etc.) regarding their operation. Get a written explanation of your particular visit (time, date, and directions to location) for your own clarification and to present to your administrators. Make the necessary arrangements to be away from the classroom (parent permission, transportation, etc.)

Sometimes small businesses (retailers, restaurants) are agreeable to touring smaller groups of students. For this kind of trip, contact the manager of the business and make arrangements through him.

GUEST SPEAKERS

Contacting guest speakers can usually be handled through the same channels used to arrange field trips. Some other contacts are local junior colleges, (the community service division usually has a speakers' bureau) and also private trade schools have speakers available to high schools. When contacting a private trade school, be sure to specify that you want an over-view of the career--not a specific advertisement for their programs. They will usually be honest and accommodating in their presentations.

EXPLORING CAREERS THROUGH MEDIA AND PUBLICATIONS

Included on the following pages is a current bibliography listing most of the commercially prepared instructional materials which can be used to help students explore the world of work while they are still in the classroom.

No effort was made to edit the bibliography in terms of usefulness to special education programs because it is felt that teachers should evaluate the materials and purchase those materials which best fit themselves and their students.

ORANGE COUNTY DEPARTMENT OF EDUCATION
CAREER GUIDANCE RESOURCE

William H. Parmenter, Coordinator

CAREER GUIDANCE MEDIA

The following list of materials is by no means intended to be all inclusive, but is intended as an aid to anyone perusing commercial materials for possible purchase.

GENERAL REFERENCES

Occupational Outlook Handbook	$6.25	Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402
Occupational Outlook Quarterly	$1.50/Year	
Dictionary of Occupational Titles		
Third Edition - Volume I	$5.00	
Volume II	$4.25	
Supplement I	$2.75	
Supplement II	$1.25	
American Trade Schools Directory	$12.00	Croner Publications 211-05 Jamaica Avenue Queens Village, N.Y. 11428
Educators Guide To Free Guidance Materials	$ 8.75	Educators Progress Service, Inc. Randolph, Wisconsin 53956
College Blue Book 3 Volumes	$67.00	The College Blue Book P.O. Box 76327 Sanford Station Los Angeles, Ca. 90005

Revised 10/71

PRINTED CAREER BOOKS AND MANUALS FOR STUDENT USE

Vocational Guidance Manuals Have 61 Manuals Regarding Careers (i.e. - Acting, Hotel Industry, Public Relations, Etc.)	$ 1.95 (Each Paperbound)	Vocational Guidance Manuals 235 East 45th Street New York, N.Y. 10017
"Careers In Depth" and "Aim High Vocational Guidance" Series Numerous manuals regarding careers	$ 3.99 Each	Richard Rosen Press, Inc. 29 East 21st Street New York, N.Y. 10010
Encyclopedia of Careers and Vocational Guidance 2 Volumes	$21.65	J. G. Ferguson Publishing Co. 6 No. Michigan Avenue Chicago, Illinois 60602
Messner Career Books - 45 Titles	$ 3.64 Each	Julian Messner 1 West 39th Street New York, N.Y. 10018
State Occupational Guides Mini-Guides	Free	State of California Department of Human Resources Development 800 Capitol Mall Sacramento, Ca. 95814
Career Opportunities For Technicians And Specialists -Engineering Technicians -Agriculture, Forestry and Oceanographic Technicians -Health Technicians -Community Service and Related Specialists -Marketing, Business and Office Specialists	$ 8.95 Each or $35.85/Set	J. G. Ferguson Publishing Co. 6 No. Michigan Avenue Chicago, Illinois 60602
"Planning My Future - Grades 9-12 Text"	$ 3.95	American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014
Finding Your ORBIT (Grades 6-8) -Worksheet Format For Career Exploration	$.80-$1.50 Ea. Depending upon quantity purchased	Chronicle Guidance Les Abramson, Representative (213) 431-7641
"Help Yourself To A Job" 3-Parts (For use by special education, slow learners and under achievers	$1.50/copy For each part	Finney Company 3350 Gorham Avenue Minneapolis, Minn. 55426

"World Of Work," Occupations and Careers" "Your Job And Your Future," and "What Job For Me" Series - Grade 7-12 - Price varies		McGraw-Hill Book Co. 8171 Redwood Highway Novato, Ca. 94947
Choosing Your Career (Grades 10-12) Learning Program	$1.50 Each	Coronet Films 65 E. South Water Street Chicago, Illinois 60601
Life Career Game	$35.00	Western Publishing Company Robert G. Harding, Representative (213) 329-3798
Life Career Game	$6.00	Dr. Barbara Varenhorst Palo Alto Unified School District 25 Churchill Ave. Palo Alto, Ca. 94303

CAREER "KITS"

Career Desk Top Kit (Senior High) (Junior High)	$125.00 $114.00	Careers, Inc. P.O. Box 135 Largo, Florida 33540
Occupational Exploration Kit (OEK) Grades 9-12	$107.50	Science Research Assoc. (SRA) Boyd Lowe, Representative 19521 Scobey Avenue Gardena, Ca. 90247 (714) 530-0138 (213) 623-6739
Widening Occupational Roles Kit Grades 6-9	$158.50	" " "
Job Experience Kits, Grades 8-12 (Problem Solving Approach With 20 Occupations)	$130.00	" " "
Job Family Series - Grades 7-14	21.00	" " "
VIEW	Free to participating Orange County ROP Districts	Bill Parmenter, Coordinator Career Guidance Orange County Department of Education 834-3924
Chronicle Occupational Briefs Bound in 3 Volumes	$ 72.50	Chronicle Guidance Les Abramson, Representative (213) 431-7641
Chronicle Desk Rop File	$ 99.50	
College VIEW Deck Will be publishing career materials in same format shortly	$154.00 (Including Viewer) $ 85.00 (Excluding hardware)	
Occupational Guidance Series 800 Career Descriptions Packaged in 5 Units	$ 39.50/Unit $197.50 For Complete Set	Finney Company Gurney S. McCasland, Rep. P.O. Box 568 Monterey Park, Ca. 91754
Career Folios - Folios grouped in 10 career clusters or sets	$ 7.95/Set	Harcourt, Brace, Jovanovich Dean Slocum, Representative (714) 545-8163
Sextant Series - Career Kits and Manuals Junior or Senior High Series may be purchased - cost vary	$100-$180	Sextant Systems, Inc. 3048 North 34th Street Milwaukee, Wisconsin 53210
Human Relations Kit Simulation kit designed for 20 students with emphasis on human relations in the world of work	$169.50	McGraw-Hill Book Company Richard M. Michaels, Field Representative (714) 830-8875

CAREER "KITS" (Cont.)

"World of Work" Training Kits (includes cassettes, player, 24 student record booklets & instructors guide)		Educational Resources 100 Gate 5 Road Sausalito, Calif. 94965 Ivy Fey, Representative (415) 332-1559
- Getting a Job	$153.00	
- On the Job	$249.50	
Career Development Laboratory Grades 8-13 (By means of career surveys the student is guided to 1 or more taped interviews)	$210.00	Educational Progress Corp. Robert G. Poor, Representative 17971 Alta Drive Villa Park, Calif. 92667 (714) 637-2333
Career Games Laboratory Grades 8-13 (A semi-programmed exploration of careers related with the Career Development Laboratory)	$74.50	" " "

FILMS (16mm 7 8 mm.)

CAREERS - Doubleday 16 mm 13 Films Super 8 mm	$130.00 Each $ 98.00 Each	Doubleday Multimedia Robert DeFreitas, District Manager (213) 285-1074 16mm Bruce Stuebing Photo and Sound Company (714) 645-1474 8mm
World of Work Series - Sterling Films 15 Films	$ 90.00 to $135.00 Each	John Grace, Representative (741) 492-2462
CAREER PLANNING SERIES -What's Your Bag -Do Your Own Thing In the Mechanical Field -People In the Social Services -The Name of the Game is Sales	$125.00 Each	Stan Ostrom Office of Education County of Santa Clara 45 Santa Teresa Street San Jose, Calif. 95110 (408) 299-2441
AIMS Vocational Guidance -"Are You Ready For a Job" -"It's Your Future" -Series of 13 career films	 $125.00 $150.00 $190.00 each	AIMS Instructional Media Services, Inc. P.O. Box 1010 Hollywood, Calif. 90028 (213) 467-1171
Program 200-0100 VGS/Job Descriptions Packaged as 6 - five minute job descriptions	$300.00	Scope Productions, Inc. 1461 West Shaw Fresno, Calif. 93705
"Your Job" Series 6 Films on finding jobs and work attitudes	$ 97.50 (B/W) $195.00 (Color)	Coronet Films 65 E. South Water Street Chicago, Illinois 60601

"Vocations: Medical Careers" 5 Series of 10 filmstrips each	$110.00/Set	AIMS Instructional Media Services, Inc. P.O. Box 1010 Hollywoood, Ca. 90028
"A Direction For Tomorrow" 7 Multimedia Kits	$ 59.49 Each Record Edition $ 65.49 Each Cassette Edition	BOWMAR Russel Dimacali, Rep. (213) 247-8995
Career Planning and Vocational Guidance -Set of 9 career silent filmstrips	$ 6.75 Each or $ 56.25/Set	Denoyer-Geppert 5235 Ravenswood Avenue Chicago, Illinois 60640
Vocational Decisions 3 Filmstrips on the World of Work	$ 31.00 Record $ 32.50 Cassette	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
Guidance Associates Sound Filmstrips (Variety of filmstrips on all phases of guidance)	$ 18.50 Each to $ 50.00 Each	Dean Slocum, Representative (714) 545-8163
Pre-Recorded Tapes For Vocational Guidance - 50 Interviews	$ 5.50 Each	Imperial Productions, Inc. 247 W. Court Street KanKaKee, Illinois 60901
"You And The World Of Work Series" 7 Slide tape lessons for related instructions in work experience education (in English or Spanish)	$ 45.00 Each $315.00 Complete Set	Dr. Edward R. Roberts Director, Career Development Education Santa Ana Unified School District 1405 French Street Santa Ana, Ca. 92701

HARDWARE

I. Readers - Use with VIEW Microfilm Aperture Cards
Designate a 15X or 16X lense

Realist Vantage I	$180.00	Richard Corrales, Rep. (213) 322-8220
DuKane Model 576-90	$200.00	Coast Visual Education Company 5610 Hollywood Blvd. Hollywood, Ca. 90028
NCR 456-418	$199.00	National Cash Register Co. John G. McVerry (213) 777-7864
Dietzgen Filmcard Reader No. 4305-15	$216.00	Eugene Dietzgen, Company Ed Agee, Representative (213) 678-3761
"Mascot" - Bell & Howell Suitcase Type	$190	Les Phillips, Representative (213) 427-7496

II. HARDWARE (Cont'd)

Reader-Printers		
-Designate 15X lense and budget for paper		
Executive I	$ 360.00	3-M Company
Executive II	$ 525.00	Greg Guild, Representative
"400" Reader-Printer	$1,170.00	(714) 546-0501
Super 8mm Projectors - Cartridge		Bruce Stuebing
Fairchild or		Photo & Sound Company
Technicolor		(714) 645-1476
Filmstrip Projectors		Coast Visual Education Co.
DuKane (Record)	$ 244.00	5610 Hollywood Blvd.
(Cassette)	$ 287.00	Hollywoood, Ca. 90028
Production Equipment		
Sound On-Slide System	$ 669.00	3-M Company
-For producing school initiated productions		Dick Sanders
		(213) 381-7772

SUGGESTIONS FOR BASIC COLLECTION IN CAREER LITERATURE FOR THE CAREER GUIDANCE CENTER IN HIGH SCHOOLS, COLLEGES, & AGENCIES

COUNSELOR MATERIALS

Filing Career Literature

Every Career Guidance Center needs a file cabinet to store the extraneous but valuable literature which comes one's way after being placed on enough mailing lists. I think the best plan is listed below.

Bennett, Wilma - Occupations Filing Plan, 1968, Interstate Printers and Publishers, Danville, Ill. Around $5.00

An alphabetical plan with a built-in cross-reference system and the flexibility necessary in the fast-changing job world. Several copies should be ordered to improve the efficiency and flexibility of the vertical file.

Sources of Career Literature

1969 NVGA Bibliography of Current Career Information, Publication Sales, American Personnel & Guidance Assoc. 1607 New Hampshire Ave. N.W., Washington, D.C. 20009. $2.00 per copy post paid.

The only rating of career literature. Contains the compilation of listings from the Vocational Guidance Quarterly from the previous three years besides additional entries.

Includes the standards by which the ratings have been made. Also has ratings of career films, and the standards which are used.

Vocational Guidance Quarterly - published by NVGA (See address under 1969 Bibliography) $8.00 per year.

Contains current ratings of career literature as well as career films.

1971 Educators Guide to Free Guidance Materials, Educators Progress Service Inc., Randolph, Wis. 53956

This is thin on literature but fairly thick on films. Worth the price of $8.75 plus 70¢ in postage.

Counselor's Information Service, B'Nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036. $7.00 annually.

A quarterly annotated bibliography of the most recently published career literature. Claims listing of about 250 per year. Selection of items to be annotated by professionals. A good buy.

Federal Government Publications

Much of the information in the area of careers comes from the Dept. of Labor. The regional office is U.S. Govt. Printing Office 450 Golden Gate Ave., San Francisco, Ca. The correct way to address a request is: Information Office, U.S. Dept. of Labor, Rm. 7533 300 N. Los Angeles St., Los Angeles, Ca. 90012

Occupational Outlook Quarterly, U.S. Dept. of Labor, U. S. Govt. Printing Office. $1.50

Counselor's Guide to Manpower Information, U.S. Dept. of Labor, U.S. Government Printing Office. $1.00

Occupational Outlook Handbook, U.S. Dept. of Labor, U.S. Govt. Printing Office, $6.50

Dictionary of Occupational Titles
The three volume set is $12.00 You would have to call 213-688-4970 (Phone of Gov. Bookstore 300 Los Angeles St. U.S. Govt. Printing Office.)

State Level Information

The California Occupational Guides are the best reference source. You should receive at least two sets-one to set up in loose-leaf binders and the other in the career file.

ADDRESS: Calif. Occupational Guides
Research & Statistics Section
Human Resources Development
800 Capitol Mall
Sacramento, Calif. 95814

American Trade Schools Directory	$12.00	Croner Publications 211-05 Jamaica Ave Queens Village, N.Y. 11428
Educators Guide To Free Guidance Material	$ 8.75	Educators Progress Service, Inc. Randolph, Wis. 53936
College Blue Book 3 Volumes	$67.00	The College Blue Book P. O. Box 76327 Sanford Station Los Angeles, Ca. 90005

PRINTED CAREER BOOKS AND MANUALS FOR STUDENT USE

Vocational Guidance Manuals Have 61 Manuals Regarding Careers (i.e. - Acting, Hotel Industry, Public Relations, Etc.)	$ 1.95 ea.	Vocational Guidance Manuals 235 East 45th Street New York, N.Y. 10017
"Careers In Depth" and "Aim High Vocational Guidance" Series Numerous manuals regarding careers	$ 3.99 ea.	Richard Rosen Press 29 East 21st Street New York, N. Y. 10010

Encyclopedia of Careers and Vocational Guidance 2 Volumes	$21.65	J. G. Ferguson Publishing 6 No. Michigan Avenue Chicago, Ill. 60602
Messner Career Books - 45 Titles	$ 3.64 ea.	Julian Messner 1 West 39th Street New York, N.Y. 10018
State Occupational Guides Mini-Guides	Free	State of California Dept. of Human Resources Development 800 Capitol Mall Sacramento, Ca. 95814
Career Opportunities For Technicians And Specialists -Engineering Technicians -Agriculture, Forestry and Oceanographic Technicians -Health Technicians -Community Service and Related Specialists -Marketing, Business and Office Specialists	$ 8.95 ea. or $35.85 set	J. G. Ferguson Publishing 6. No. Michigan Avenue Chicago, Illinois 60602
"Planning My Future - Grades 9-12 Test"		American Guidance Service Publishers' Building Circle Pines, Minn. 55014
Finding Your ORBIT (Grades 6-8) -Worksheet Format For Career Exploration	$ .80-$1.50ea. Depending upon quantity purchased	Chronicle Guidance Les Abramson, Representative (213) 431-7641
"Help Yourself To A Job" 3-Parts (For use by special education, slow learners and under achievers)	$ 1.50/copy For each part	Finney Company 3350 Gorhan Avenue Minneapolis, Minn, 55426
"World Of Work," Occupations and Careers" "Your Job And Your Future," and "What Job For Me" Series - Grade 7-12	Price varies	McGraw-Hill Book C. 8171 Redwood Highway Novato, Ca. 94947
Choosing Your Career (Grades 10-12) Learning Program	$ 1.50 ea.	Coronet Films 65 E. South Water St. Chicago, Ill. 60601
Life Career Game		Western Publishing Co. Robert G. Harding, Representative (213) 329-3798

Life Career Game	$ 6.00	Dr. Barbara Varenhorst Palo Alto Unified School District 25 Churchill Ave. Palo Alto, Ca. 94303

CAREER "KITS"

Career Desk Top Kit (Senior High) (Junior High)	$125.00 $114.00	Careers, Inc. P.O. Box 135 Largo, Florida 33540
Occupational Exploration Kit (OEK) Grades 9-12	$107.50	Science Research Assoc. (SRA) Boyd Lowe, Representative 19521 Scobey Avenue Gardena, Ca. 90247 (714) 530-0138 (213) 623-6739
Widening Occupational Roles Kit Grades 6-9	$158.50	"" "" ""
Job Experience Kits, Grades 8-12 (Problem Solving Approach With 20 Occupations)	$130.00	"" "" ""
Job Family Series - Grades 7-14	$ 21.00	"" "" ""
VIEW	Free to participating Orange County ROP Districts	Bill Parmenter, Coordinator Career Guidance Orange County Dept. of Education 834-3924
Chronicle Occupational Briefs Bound in 3 volumes	$ 72.50	Chronicle Guidance Les Abramson, Representative (213) 431-7641
Chronicle Desk Rop File	$ 99.50	
College VIEW Deck	$154.00 (Including Viewer)	
Will be publishing career material in same format shortly	$ 85.00 (Excluding hardware)	
Occupational Guidance Series 800 Career Descriptions Packaged in 5 Units	$ 39.50/Unit $197.50 For Complete Set	Finney Company Gurney S. McCasland, Rep. P.O. Box 568 Monterey Park, Ca. 91754
Career Folios - Folios grouped in 10 career clusters or sets		Harcourt, Brace, Jovanovich Dean Slocum, Representative (714) 545-8163
Sextant Series - Career Kits and Manuals Junior or Senior High Series may be purchased	cost varies $100-180	Sextant Systems, Inc. 3048 North 34th St. Milwaukee, Wisconsin 53210

Human Relation Kit -Simulation Kit designed for 20 students with emphasis on human relations in the world of work.	$169.50	McGraw Hill Book Co. Richard M. Michaels, Field Manager (714) 830-8875
World of Work Training Kits (includes cassettes, player, 24 student record booklets & instructors guides) -Getting a Job -On the Job	 $153.00 $249.50	Educational Resources 100 Gate 5 Road Sausalito, Ca. 94965 Ivy Fey, Representative (415) 332-1559
Career Development Laboratory Grades 8-13 (By means of career surveys the student is guided to one or more taped interviews)	$210.00	Educational Progress Corp. Robert G. Poor, Rep. 17971 Alta Drive Villa Park, Ca. 92667 (714) 637-2333
Career Games Laboratory Grades 8-13 (A semi-programmed exploration of careers correlated with The Career Development Laboratory)	$ 74.50	Educational Progress Corp. 8538 East 41st Street Tulsa, Oklahoma 74145
FILMS (16mm 7 8 mm.)		
CAREERS - Doubleday 13 Films 16mm Super 8mm	$130.00 ea. $ 98.00 ea.	Doubleday Multimedia Robert DeFreitas, District Manager (213) 285-1074 16mm Bruce Stuebing Photo & Sound Company (714) 645-1474 8mm
World of Work Series - Sterling Educational Films 15 Films	$ 90.00 to $135.00 ea.	John Grace, Rep. (714) 492-2462
CAREER PLANNING SERIES -What's Your Bag -Do Your Own Thing In The Mechanical Field -People In The Social Services -The Name Of The Game Is Sales	$125.00 each	Stan Ostrom Office of Education County of Santa Clara 45 Santa Teresa St. San Jose, Ca. 95110 (408) 299-2441
AIMS Vocational Guidance -"Are You Ready For A Job" -"It's Your Future" -Series of 13 career films	 $125.00 $150.00 $190.00	AIMS Instructional Media Service, Inc. P.O. Box 1010 Hollywood, Ca. 90028 (213) 467-1171

Program 200-0100 VGS/Job Descriptions. Packaged as 6 - five minute job descriptions	$300.00	Scope Productions, Inc. 1461 West Shaw Fresno, Calif. 93705
"Your Job" Series 6 Films on finding jobs and work attitudes	$97.50 B&W $195.00 color	Coronet Films 65 E. South Water St. Chicago, Illinois 60601

SLIDES, FILMSTRIPS AND TAPES

"Vocations: Medical Careers" 5 series of 10 filmstrips each	$110/set	AIMS Instructional Media Services, Inc. P.O. Box 1010 Hollywood, Ca. 90028
"A Directions for Tomorrow" 7 Multimedia Kits	$59.49/ea. Record Edition $65.49/ea. Cassette Edition	BOWMAR Russel Dimacali, Rep. (213) 247-8995
Career Planning and Vocational Guidance Set of 9 Career Silent Filmstrips	$6.75/ea. or $56.25/ea.	Denoyer-Geppert 5235 Ravenswood Avenue Chicago, Illinois 60640
Vocational Decisions 3 Filmstrips on the World of Work	$31.00 Record $32.50 Cassette	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
Guidance Associates Sound Filmstrips (Variety of filmstrips on all phases of guidance)	$18.50/ea. to $50.00/ea.	Dean Slocum, Rep. (714) 545-8163
Pre-Recorded Tapes for Vocational Guidance - 50 Interviews	$5.50/ea.	Imperial Productions, Inc 247 W. Court Street Kankakee, Illinois 60901
"You and The World of Work Series" 7 Slide tape lessons for related instructions in work experience education. In English or Spanish.	$45.00ea. $315.00 Complete Set	Dr. Edward R. Roberts Director, Career Develop. Education Santa AnaUnified School District 1405 French Street Santa Ana, Ca. 92701

HARDWARE

READERS

Use with VIEW Microfilm Aperture Cards
Designate a 15X or 16X lens

Realist Vantage I	$180.00	Richard Corrales, Rep. (213) 322-8220
DuKane Model 576-90	$200.00	Coast Visual Education Co. 5610 Hollywood Blvd. Hollywood, Ca. 90028

HARDWARE (continued)

NCR 456-418	$199.00	National Cash Register Co. John G. McVerry (213) 777-7864
Dietzgen Filmcard Reader No. 4305-15	$216.00	Eugene Dietzgen Company Ed Agee, Representative (213) 678-3761
"Mascot" - Bell & Howell Suitcase type	$190.00	Les Phillips, Rep. (213) 427-7496

READER-PRINTERS

Designate 15X lens and budget for paper

Executive I	$360.00	3-M Company
Executive II	$525.00	Greg Guild, Representative (714) 645-1476
"400" Reader-Printer	$1170.00	" "

FILMSTRIP PROJECTORS

DuKane (Record)	$244.00	Coast Visual Education Co. 5610 Hollywood Blvd. Hollywood, Calif. 90028
(Cassette)	$287.00	
Singer Graflex Audio Study Mate & Auto-Vance Study Mate	$120.00	Singer Co/Graflex Division Western Region 800 N. Cole Avenue Hollywood, Calif. 90038

SLIDE PROJECTORS

Production Equipment Sound On-Slide System For producing school initiated productions	$669.00	3-M Company Dick Sanders (213) 381-7772
CoxCo/Municator Cassette Tape Recorder and Programming Cassette Tape Record (for use with carrousel slide projectors for sound/slide series.)	$185.00	CoxCo. Cox Communications, Inc. 915 Howard Street San Francisco, Ca. 94103

SUPER 8 SOUND FILM PROJECTOR

Super-8 Sound Projector Fairchild Seventy-31 Rear projection screen	$375.00	Fairchild Industrial Prod. Div. of Fairchild Camera and Instrument Corp.

TESTING MATERIALS

GATB -(General Aptitude Test Battery)
U. S. Department of Labor
Manpower Administration
Bureau of Employment Security
Washington, D. C.

Local source:
HRD (Human Resources and Development Department)

SAAS -(Self Appraisal and Assessment Structure)
Prepared by: Stanley R. Ostrom
Office of Education
45 Santa Teresa Street
San Jose, California 95110

KUDER General Interest Survey
Developed by G. Frederic Kuder
Editor, Educational and Psychological Measurement

Published by Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

PIOTE - (Pictorial Inventory of Occupational Training Interests)
Under development by Tom Kosuth at Orange Coast Jr. College

OVIS - Ohio Vocational Inventory Survey

FILMS (16mm & 8mm)

Name & Use	Cost	Order From
Aims Vocational Guidance	$125.00	Aims Instructional Media Services, Inc. P. O. Box 1010 Hollywood, CA 90028
"Are you Ready for a Job"	150.00	
"It's your Future"		
Career Planning Series (use with SAAS)		
"What's Your Bag"	125.00	Stan Ostrom 1953 Coleen Drive Los Altos, CA
"Do Your Own Thing in the Mechanical Field"	125.00	
"People in the Social Services"	125.00	
"The Name of the Game is Sales"	125.00	
Careers in the 70's Doubleday Voc. Guidance Series		Doubleday Multimedia 1371 Reynolds Avenue Santa Ana, CA
"Making a Choice"	104.00	
"Mechanical"	"	
"Health Services"	"	
"Clerical"	"	
"Sales"	"	
"Services General"	"	
"Leisure Industries"	"	
"Construction"	"	
"Technicians"	"	
"Communications"	"	
"Education"	"	
"Government Services"	"	
"Agri-Business"	"	
World of Work Series		
"Business Machines Operations"	90.00	Sterling Ecucational Films 241 East 34th Street New York, New York 10016
"Jobs In Drafting"	90.00	
"Jobs in Automotive"	135.00	
"Jobs in Baking Industry"	90.00	
"Jobs in Small & Major Electrical Appliances"	90.00	
"Job Opportunities in Hotels & Motels"	135.00	
"Your Job" Series 6 films on finding jobs and importance of job attitude	195.00	Coronet Films 65 E. South Water Street Chicago, Illinois 60601

FILMSTRIPS (Sound) CASSETTES

"Aviation Where Careers are Bright" 2 parts, and material presented is excellent	total 20.00/set	National Aerospace Counsel Suite 310 806 15th Street N.W. Washington, D.C. 20005

Bomar Series

A Direction for Tomorrow:	65.00/set	Bomar 622 Rodier Drive Glendale, CA 91201
"Compassion for People" (Health Services)		
"The Nations Builders" (Construction)	"	
"The Age of Electronics"	"	
"Man Has Wings" (Civil Aviation)	"	
"Cabbage to Kings" (Retailing)	"	
"The Money Tree" (Banking & Finance)	"	
"Jobs for the Now Generation"	"	

Educational Dimension Career Series

"Careers in Fine Arts"	17.30	Educational Dimensions Corp. Box 146 Great Neck, New York 11023
"Art Careers in Advertising	17.50	
"Careers in Television"	"	
"Careers in Photography"	"	
"Careers in Illustration"	"	
"Writing Careers in Advertising"	"	
"Careers in Film Making"	35.00	
"Careers in Fashion Design"	17.50	
"Careers in Graphic Arts" (excellent quality)	35.00	

Guidance Associate Series

(partial listing)

"If you're not going to College"	37.00	Guidance Associates Pleasantville, New York 10570
"New Look at Home Economics"		
"Your Future in Elementary Education"	20.00	
"Preparing for Jobs in the 70's"	39.00	
"Your Job Interview"	39.00	

"Vocations: Medical Careers" 5 series of 10 filmstrips each	110.00/set	Aims Instructional Media Services Inc. P. O. Box 1010 Hollywood, CA 90028

Job Opportunities Now (Set of 6)

"Requirements in the World of Jobs"	55.00/set	Singer Educational & Training Production 1345 Diversey Parkway Chicago, Illinois 60614
"Job Opportunities in a Restaurant"		
"Job Opportunities in a Hospital"		
"Job Opportunities in a Dept. Store"		
"Job Opportunities in a Supermarket"		
"Achieving Sucess in the World of Jobs"		

Vocational Decisions (Set of 3)

"An Introduction to Vocation"	32.50/set	Singer (Same as above)
"The World of Work"		
"Counseling in Vocational Decisions"		

CAREER TAPES

Career Development Laboratory (60 tapes interviews on cassettes) (excellent)	210.00/set	Education Progress Corp. 8538 East 41st Street Tulsa, Oklahoma 74145

VITAL INFORMATION ON EDUCATION AND WORK (VIEW)

Most county departments of education have a VIEW system. VIEW consists of a deck of microfilm cards each containing data on a particular career. Information on the cards includes physical and mental traits, abilities, and aptitudes needed; high school classes required; necessary post-high school training and/or education; fringe benefits; advancement possibilities; cost and availability of training in the immediate area. Where applicable, related occupations are listed. Some information on the projected need of occupations is also contained.

The cost of a VIEW deck is usually $100 per high school for the first deck and $50 for each additional deck (prices may vary according to the size of a county and the variety of jobs available in a particular location).

To order a deck, contact your administrator who should make budgeting plans for these materials through the district office.

Source: Local County Department of Education

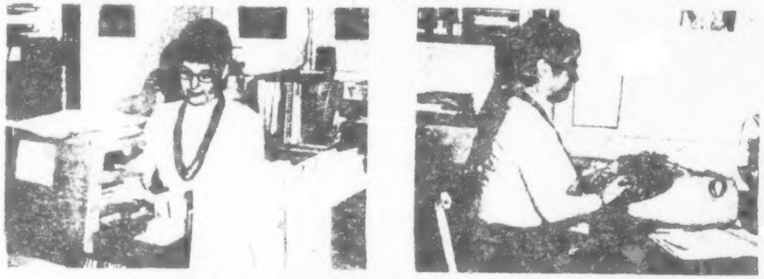
SAMPLE - VIEW SCRIPT

VIEW

D.O.T. 209.388
DEVELOPMENT DATE Summer, 1970
JOB TITLE Clerk/Typist

VITAL INFORMATION FOR EDUCATION AND WORK

The Clerk/Typist is at the center of a business or institution's communications system. It is the responsibility of a Clerk/Typist to maintain work flow and provide accuracy and currentness of records.



REQUIREMENTS AND QUALIFICATIONS

PERSONAL TRAITS

Pride in work
Tactful
Pleasant
Even-tempered disposition
Work well with others
Dependable

APTITUDES

For an explanation of aptitudes, you are urged to:
See your Counselor or Advisor
or
Visit an office of the California Department of Human Resources

PHYSICAL ABILITIES

Good vision, either natural or corrected
Normal hearing
Normal use of hands and arms
Weigh within 20% of expected weight for height and age
Finger dexterity
Eye-hand coordination

YOU SHOULD BE ABLE TO

Sit for long periods of time
Use eyes on close work for long periods of time
Work while being closely supervised
Perform simple repetitive tasks on a continuous basis
Reach for and handle light office equipment and materials

YOU SHOULD KNOW THAT

You May Not Qualify If:

You are or have been convicted of a major crime
You are not well groomed
You have poor personal hygiene

ORANGE COUNTY CAREER GUIDANCE CENTER
(1)

PREPARATION AND TRAINING

2 JOB TITLE: Clerk/Typist

The Clerk/Typist:
Is expected to be a high school graduate
Is expected to have had courses in typing, office procedure, English, and arithmetic
Can find post- high school training in junior colleges, adult schools, and private business schools

THE COURSE OF STUDY INCLUDES:

Typing
Business mathematics
Bookkeeping
General office procedure
Machine transcription
Filing
Machine calculation
English
Records management

THE COSTS OF TRAINING:

No tuition cost for students attending junior college and adult education programs in their own communities
Clerk/Typist courses in private business schools will cost $120 to $150 for the complete program

AWARDS FOR COMPLETION OF TRAINING:

Junior college: A.A. Degree or Certificate of Completion

ADDITIONAL FACTS ABOUT TRAINING:

Typing is the basic skill for this occupation, thus a Clerk/Typist should be fast and accurate
Ability to use office equipment such as calculators, adding machines and voice records will be helpful

SOURCES OF ADDITIONAL INFORMATION

National Secretaries Association, 1103 Grand Avenue, Kansas City, Missouri 64106

RELATED OCCUPATIONS

See D.O.T. Volume II, page 276

For Related Classifications see also:

Computing and Related Recording (.388; .488) p. 280
Typing and Related Recording (.588) p. 287
Routine Checking and Recording (.588; .688 p. 289)
Facilities, Services, and Movement Allocating and Expediting Work (.368) p. 265

OTHER OCCUPATIONS ON VIEW CARDS

Cataloger	249.388
File Clerk	206.388
Fingerprint Technician	375.388
Mail Carrier	249.388
Medical Records Librarian	100.388

PROSPECTS AND OPPORTUNITIES

JOB OPPORTUNITIES AND DISTRIBUTION:

Opportunities for employment of well-trained and skilled Clerk/Typist are good
Inexperienced and poorly trained persons will have difficulty in securing a position
The supply of Clerk/Typist exceeds the demand; competition for positions is keen
High turnover creates enough openings for trained applicants to find employment
Opportunities are greatest in urban areas
Opportunities are greatest for women

OPPORTUNITIES FOR ADVANCEMENT:

The Clerk/Typist with experience and additional training may be promoted to:

- Secretary
- Stenographer
- Payroll clerk
- Insurance clerk

SPECIAL ENTRY REQUIREMENTS:

Civil Service and most private employers expect applicants to be 18 years of age or older
Most private employers require the new Clerk/Typist to pass a standard test
Typing letters or standard copy may be part of this test
Civil Service and most private employers require that Clerk/Typist have a corrected typing speed of 40 words per minute
Six months to one year of prior Clerk/Typist experience may be required for employment by some employers

MORE ABOUT THE JOB

The Clerk/Typist performs one or more of a variety of clerical tasks. She must use either a standard, electric or specialty typewriter to put correspondence or data into presentable form

Duties Include:

- Typing finished copy or correspondence, memo, reports and other material from rough draft
- Typing forms such as legal documents, requisitions or payroll sheets
- Filing correspondence and reports after typing
- Answering and placing telephone calls
- Changing ribbons and cleaning her typewriter

She May Also:

- Transcribe recorded material (dictaphone, etc.)
- Operate duplicating equipment such as photocopy, mimeograph or ditto machine
- Operate calculating and billing machines
- Perform basic bookkeeping or record-keeping duties
- Clip newspapers, address envelopes; review, distribute and dispatch mail

SALARY INFORMATION: CALIFORNIA	HOURS WEEKLY	MONTHLY EARNINGS	MOST WORKERS EARNED	STARTING SALARY
Any Area	40	$290-$ 00	$350-$450	$290-$300

FRINGE BENEFITS:

Available depending on place and length of employment:

- Paid vacations and holidays
- Social Security
- Health Insurance
- Retirement benefits

ORANGE COUNTY INFORMATION

LOCAL EMPLOYMENT INFORMATION:

Several thousand new jobs as clerk/typist should be available in Orange County over the next five years
The additional openings will result from expansions in business, industry, and government
Since this job is one held by mostly women, openings will be available for new girls as others leave due to marriage and family responsibilities
It is advisable to find work close to home so that transportation cost can be kept low

Jobs are found by direct application, through newspaper ads, through private employment agencies, and through the California Department of Human Resources.
The California Department of Human Resources may be able to help you gain employment information

CALIFORNIA DEPARTMENT OF HUMAN RESOURCES:

Santa Ana Office
2823 S. Bristol
Santa Ana, Ca. 92704
546-0540

Fullerton Office
233 W. Commonwealth
Fullerton, Ca. 92632
526-6651

Human Resources Development Office
1104 S. Bristol
Santa Ana, Ca. 92704
547-5853
(Emphasis on Helping Disadvantaged Clients)

EDUCATIONAL PROGRAMS

COMMUNITY COLLEGE PROGRAMS:

SCHOOL	PROGRAM NAME	LENGTH	AWARD	CONTACT
Cypress Junior College	General Office Training	2 Years	A.A. Degree	Admissions Office
Fullerton Junior College	Business Education	2 Years	A.A. Degree	Admissions Office
Golden West College	Office Technician	2 Years	A.A. Degree	Admissions Office
Orange Coast College	General Office Practice	1 Year 2 Years	Certificate A.A. Degree	Admissions Office
Saddleback College	Clerical	2 Years	A.A. Degree	Admissions Office
Santa Ana College	General Office	1 Year 2 Years	Certificate A.A. Degree	Admissions Office

Listed above are programs available at Orange County community colleges. For further information see the catalog for each school.

PRIVATE SCHOOL INFORMATION:

Criss Business College
112 N. Emily
Anaheim, California
635-4272

MTI Business College
1104 S. Anaheim
Anaheim, California
772-6941

Prepared and Duplicated by Orange County
Department of Education..........271147

EXPLORATORY WORK EXPERIENCE

Establish some work stations for students to explore through observing and some hands-on training. Contact administrators regarding on-campus positions in cafeteria, maintenance, and admissions office. Off-campus stations can be established with local business and industry. It is best to make an appointment with the supervisors involved in this program and explain your project objectives, thus avoiding conflict and establishing more training stations for the future.

Exploratory work stations may eventually open the door for paid work experience jobs and permanent work for students after graduation.

Regular supervision must be provided by school official to insure that the student's work experience education activities are meaningful and make a significant contribution to vocational guidance.

Agreement must be reached by the school, the work station supervisor, teacher/coordinator and parent covering items 1-7 of these criteria.

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Agreement must be reached by the school, the work station supervisor, teacher/coordinator and parent covering items 1-7 of these criteria.

INTERVIEW RELATED TRAINING

One of the most important phases in preparing special education students for the world of work is that of preparing students for a job interview. Teachers should lead the students through many different mock interview situations. The mock interview can be set up in the classroom in various ways. It is suggested that the student be either video taped or recorded on an audio cassette. After completion of the interview, the tape should be played back and critiqued.

The California State Department of Education has published a guide called "Selecting and Applying for Part-Time Jobs" which should be used as a teacher's guide to help plan and organize the training of students for job interviews.

The following form is an easy way for teachers to lead their students on mock interviews. It should be completed by the teacher after each interview and filed in the student's folder.

PROJECT WORKER

Employment Interviewing Chart

Name ______________________________ Date of Interview ______________________

Position Sought ____________________ Conducted by __________________________

EDUCATIONAL BACKGROUND

1.	Level Attained	High school low grade	___ ___ ___ ___ ___	high grade
2.	Intellectual accomplishments		___ ___ ___ ___ ___	
3.	Outside activities	None	___ ___ ___ ___ ___	Many, varied
4.	Athletic abilities	No sports	___ ___ ___ ___ ___	Varsity Competition
5.	Subjects taken	Not job	___ ___ ___ ___ ___	Highly suitable

JOB EXPERIENCE

1.	Past responsibilities	None	___ ___ ___ ___ ___	Heavy, varied
2.	Skills	Unskilled	___ ___ ___ ___ ___	Competent Professional
3.	Past accomplishments	None	___ ___ ___ ___ ___	Many
4.	Career progress	None	___ ___ ___ ___ ___	Steadily Upward
5.	Motivation	Happy with routine	___ ___ ___ ___ ___	Ambitious
6.	Pertinence of past jobs	Low	___ ___ ___ ___ ___	Highly suitable

SUITABILITY FOR AVAILABLE POSITION

1.	Future ambitions	Unplanned,	___ ___ ___ ___ ___	Realistic, Objective
2.	Reasons for applying	No clear Reason	___ ___ ___ ___ ___	Qualified by past experience and desire
3.	Promotion potential	None	___ ___ ___ ___ ___	Highly promotable

INDIVIDUAL CHARACTERISTICS

1.	Appearance	Awkward, homely	___ ___ ___ ___	Poised, clean-cut
2.	Diction	Grammar, bad	___ ___ ___ ___	Well spoken, cultured
3.	Verbal facility	Difficulty expressing self	___ ___ ___ ___	Excellent
4.	Tone of voice	Sharp, unpleasant	___ ___ ___ ___	Pleasant and Well modulated
5.				
5.	Attitude	Timid, nervous	___ ___ ___ ___	Confident, at ease
6.	Grooming	Badly dressed	___ ___ ___ ___	Well groomed, in good taste

SOCIAL RELATIONSHIPS

1.	Family status	Parents divorced, unstable home	___ ___ ___ ___	Enjoys home life
2.	Social interest	None	___ ___ ___ ___	Outgoing, sociable
3.	Outside interests	None	___ ___ ___ ___	Many
4.	Hobbies	None	___ ___ ___ ___	Several active hobbies

FINAL DISPOSITION

(Circle One)
(1) Reject (2) Hire on trial (3) hire with caution if no better candidate appears
(4) Recommend (5) Recommend highly

Remarks: ______________________________

____

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Vocational Education Section
Work Experience Education
Instructional Unit B-1

SELECTING AND APPLYING FOR PART-TIME JOBS

Content Outline

The following content outline is included as an overview of the content of this unit and is not intended as a teaching procedure or for instructional purposes.

I. Matching the person to the job
  A. Your interests and those of the employer are the same
  B. What are the qualifications of the job?
  C. What qualifications do you have to offer an employer?

II. Qualifications desired by employers
  A. Interest in the business
  B. Strong desire to work and learn the business
  C. Previous work experience indicates:
    1. You understand what it is to work for pay
    2. You are able to work with others
    3. You are able to produce
    4. You are used to following instructions and directions
  D. Specific educational preparation
  E. Wise use of leisure time and community participation
  F. Good health and personal habits
  G. Personal reputation
  H. Personal appearance and manners
  I. Special skills and abilities

III. Preparing for a personal interview
  A. The personal review
    1. Review your qualifications and background so you can give them to an employer
    2. What information is necessary in order to fill out a job application and answer questions about yourself.
  B. Securing an appointment for an interview
    1. By telephone
    2. By Mail
    3. Through your coordinator
  C. Filling in the application form

IV. The personal interview
  A. Arrive on time
  B. Greet the interviewer with a smile
  C. Shake hands with a firm grip
  D. Call interviewer by name
  E. Relax
  F. Be a good listener
  G. Let the interviewer terminate the interview
  H. Leave additional personal data with the interviewer

V. Types of interviewers you might meet
  A. Cooperative friendly interviewers
  B. Cold formal interviewers
  C. "Open-end" type interview
  D. Questions frequently asked by interviewers

Source: Coordinators Guide for Occupational Relations, University of Minnesota

SELECTING AND APPLYING FOR PART-TIME JOBS

Content Outline - Continued

VI. Evaluation and follow-up of the job interview
  A. Importance of the follow-up
  B. Types of follow-up activities
  C. Analyze your interviews and improve your techniques

Source: Coordinators Guide for Occupational Relations, University of Minnesota

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Vocational Education Section
Work Experience Education
Instructional Unit B-4

SELECTING AND APPLYING FOR PART-TIME JOBS

The Personal Interview

Usually, what takes place at the personal interview determines whether or not you are offered the position. Check over the following steps before you plan to talk to a prospective employer.

BEFORE THE INTERVIEW

1. Find out the name of the person who will interview you, so that you can use it when talking with him.
2. Obtain permission to use the names of those you plan to give as references.
3. Anticipate some of the questions you are likely to be asked and be prepared to answer them.
4. Check your appearance. The interviewer will begin to form his general impression of you the moment he first sees you.

DURING THE INTERVIEW

1. Be on time.
2. Go alone.
3. While waiting your turn in the outer office, behave in a businesslike manner.
4. At the start of the interview, introduce yourself and state the position for which you are applying.
5. Remain standing until you have been asked to sit down.
6. Let the interviewer do the talking.
7. Try to appear well poised.
8. If you have had previous experience, do not criticize your former employer.
9. The interviewer will usually ask if you have any questions. This is your chance to find out more about your duties on the job.
10. The interviewer will usually indicate when the interview is over. DON'T FORGET: Thank him!!!!!

AFTER THE INTERVIEW

It is good policy to write a short note thanking the interviewer for his time and reminding him of your interest in the job.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Vocational Education Section
Work Experience Education
Instructional Unit B-2

SELECTING AND APPLYING FOR PART-TIME JOBS

Questions Frequently asked During the Employment Interview -- As Reported by 92 Companies Surveyed --

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What course did you like best? Least? Why?
8. Why did you choose your particular field of work? Likes or dislikes.
9. How did you spend your vacations while in school?
10. What do you know about our company? Know its moneymaking prospect, business reports.
11. Do you feel that you have received a good general training?
12. What qualifications do you have that make you feel that you will be successful in your field?
13. What extracurricular offices have you held?
14. What are ideas on salary?
15. How do you feel about your family?
16. How interested are you in sports?
17. Can you forget your education and start from scratch?
18. Do you prefer an specific geographic locations? Why?
19. Do you have a girl? Is it serious?
20. How much money do you hope to earn at age 30? 35?
21. How did you decide to go to this particular school?
22. How did you rank in your graduating class in high school?
23. Do you think that your extracurricular activites were worth the time you devoted to them? Why?
24. What do you think determines a man's progress in a good company?
25. What personal characteristics are necessary for success in your chosen field?
26. Why do you think you would like this particular type of job?
27. What is your father's occupation?
28. Tell me about your home life during the time you were growing up.
29. Are you looking for a permanent or temporary job?
30. Do you prefer working with others or by yourself?
31. Who are your best friends?
32. What kind of boss do you prefer?
33. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
34. Can you take instructions without feeling upset?
35. Tell me a stroy! -(Sand Pebble)
36. Do you live with your parents? Which of your parents had had the most profound influence on you?
37. How did previous employers treat you?
38. What have you learned from some of the jobs you have held?
39. Can you get recommendations from previous employers?
40. What interests you about our product or service?
41. What was your record in military service?

SELECTING AND APPLYING FOR PART-TIME JOBS

Questions Frequently asked During the Employment Interview - Continued

42. Do you feel you have done the best scholastic work of which you are capable?
43. What you know about opportunities in the field in which you are trained?
44. How long do you expect to work?
45. Have you ever had any difficulty getting along with fellow students and faculty?
46. What is the source of your spending money?
47. Have you saved any money?
48. Do you have any debts?
49. How old were you when you became self-supporting?
50. Do you attend church?
51. Do you like routine work?
52. Do you like regular hours?
53. What size city do you prefer?
54. When did you first contribute to family income?
55. What is your major weakness?
56. Define cooperation!
57. Will you fight to get aheard?
58. Do you demand attention?
59. Do you have an analytical mind?
60. Are you eager to please?
61. What do you do to keep in good physical contition?
62. How do you usually spend Sunday?
63. Have you had an serious illness or injury?
64. Are you willing to go where the company sneds you?
65. What job in our company would you choose if you were entirely free to do so?
66. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
67. What types of books have you read?
68. What types of people seem to "fub you the wrong way"?
69. Do you enjoy sports as a participant? As an observer?
70. What jobs have you enjoyed the most? The least? Why?
71. What are your own special abilities?
72. What job in our company do you want to work toward?
73. Would you prefer a large or a small company? Why?
74. What is your idea of how industry operates today?
75. Do you like to travel?
76. How about overtime work?
77. What kind of work interests you?
78. What are the disadvantages of your chosen field?
79. Do you think that grades should be considered by employers? Why or why not?
80. Are you interested in research?
81. If married, how often do you entertain at home?
82. To what extend do you use liquor?
83. What have you done which shows initiative and willingness to work?

Source: Frank S. Endicott, Director of Placement, Northwestern University

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Vocational Education Section
Work Experience Education
Instructional Unit B-3

SELECTING AND APPLYING FOR PART-TIME JOBS

Why You Fail Your Interview

Negative Factors Evaluated During the Employment Interview and which Frequently Lead to Rejection of the Applicant.

1. Poor personal appearance.
2. Overbearing--overaggressive--conceited "superiority complex"--knowing-it-all.
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm--passive, indifferent.
6. Lack of confidence and poise--nervousness--ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money--interest only in best dollar offer.
9. Poor scholastic record--just got by.
10. Unwilling to start at the bottom--expects too much too soon.
11. Makes excuses--evasiveness-hedges on unfavorable factors in record.
12. Lack of "tact."
13. Lack of maturity.
14. Lack of courtesy--ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations--lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant--strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.

SELECTING AND APPLYING FOR PART-TIME JOBS

Why You Fail Your Interview - Continued

47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Source: Frank S. Endicott, Director of Placement, Northwestern University.

....

Instructional Unit B-6

CASE PROBLEM:

Pete was a senior in high school. He had never worked before but his parents persuaded him to participate in the work experience education program; they felt it would be well for him to earn his own spending money.

Pete's father is a company executive and holds a high-paying position. Pete was not happy that he would be doing stockroom work, but through explanations by the coordinator he realized that it isn't easy to start at a higher level.

Jobs were scarce and the department store where he applied had many applications for an open part-time position. Fortunately, they decided to hire him as a work experience education student if he was qualified for the position. An interview was arranged and Pete appeared on time, dressed well.

Everything went smoothly until salary was discussed; he stated that it was not enough for the work he would do. The interveiw was terminated immediately and another applicant was hired.

1. Why might Pete have felt the salary was too low?
2. Were his reasons sound?
3. How might he have viewed it as acceptable?

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Vocational Education Section
Work Experience Education
Instructional Unit B-5

SELECTING AND APPLYING FOR PART-TIME JOBS

CASE PROBLEM:

George was a senior at Woodale High School. He completed the auto mechanics courses and planned to take work experience education during his senior year. He was well groomed, and his outgoing personality helped him to be well liked by other high school students.

George's coordinator referred him to a large automobile parts store for a job. After an interview, George was told he would be notified within the next few days. He was to be a trainee for the job of parts salesman, in which he would be meeting the public and dealing with problems. When he left the office, he was somewhat dissatisified with the salary offered. At the same time, he knew that it was better than the salaries many other work experience education students had been offered and that he would probably not have opportunities for other interviews. The job did sould challenging, and he thought he would like the person with whom he would work while in training.

Several days passed; George had not heard from the wholesale parts company. He called and demanded to know why he had not heard, and added that he knew he was qualified for the job. He was immediately eliminated from the list of prospective employees and told the position was no longer available.

1. How might George have better found out what he wanted to know?
2. Why was George's attitude particularly undesirable for this job?
3. How might George have changed his attitude to appear more acceptable to the wholesale auto parts company?

MOCK INTERVIEW (VIDEO TAPED)

an outline

Materials:

1. List of most ofter asked questions.
2. Desk or table setting
3. T.V. Camera, Recorder, Monitor
4. Interview Form (teacher)
5. Secretary Set-up where students check in.

Method:

1. Have three or four students check in with the secretary and have a seat.
2. Have student fill out application while waiting. (He should use the Student Data Card.)
3. Teacher or professional interviewer call student in one at a time.
4. Student tapes interviews.

Critique

1. Interviewer goes over his reactions with the student before either sees the tape.
2. Tape is played for entire class and critiqued.
3. Tape can be critiqued individually with student.

Do as many as needed to change student interview behavior.

MOCK TELEPHONE APPLICATION OR INQUIRY

Format of Call:

1. Student identifies himself.
2. States nature of Call.
3. Asks for an interview.
4. Repeats:
    - a. Man's name to see
    - b. Date of interview
    - c. Time of interview
    - d. Address of employer
    - e. Direction from his house to employer
5. Thanks receptionist.

Materials:

1. List of Format of Call
2. Desk or table setting
3. Audio Recorder
4. Mock employer (or secretary)

Method:

1. Have student find job of interest from "Want Ads"
2. Play like calling for interview.
3. Teacher responds on other end.
4. Student tapes total conversation.
5. Teacher critiques.

PERSONAL DATA SHEET AND CARDS

The examples enclosed can be modified for use in your particular classroom.

The personal data sheet can give teachers and aides a better idea of what kind of job a particular student will find success in.

The data card is designed to fit neatly into a student's wallet and will make filling out job applications much easier and more meaningful to the student.

For students who seem apprehensive about filling out job applications, it might be helpful to ask some of the employers in your community for sample applications. These can be used in the classroom and as examples. Make up some copies of these forms and let students practice filling them out with the use of the "pocket data card."

Personal Data Card

PERSONAL DATA CARD

Name ______
first middle last

Address ______
Street # City State Zip

Telephone ______ **Drivers License #** ______

Social Security Number ______

Birthplace ______

Birthdate __/__/__ Height ______ Weight ______
Month Day Year

Mother's Maiden Name ______

Father's Place of Employment ______

Address of Father ______
Street # City State Zip

Mother's Place of Employment ______

Address of Mother ______
Street # City State Zip

References: 1. ______/______
Name Occupation

______
Street # City State Phone #

2. ______/______
Name Occupation

______
Street # City State Phone #

3. ______/______
Name Occupation

______
Street # City State Phone #

Company Name
of former Employer ______

______/______/______
Street City State

Supervisor ______

Company Name
of former Employer ______

______/______/______
Street City State

Supervisor ______

Job related
High School Subjects ______

______

______

______

HIGH SCHOOLS
ATTENDED

Name ______

City ______

Name ______

City ______

GRADE SCHOOLS
ATTENDED

Name ______

City ______

Name ______

City ______

Name ______

City ______

Are you taking Medication ______

What ______

Major Diseases ______

Major Accidents ______

PERSON TO CONTACT IN CASE OF EMERGENCY:

Name ______

Address ______

Phone ______ or ______

PROJECT WORKER VIDEOTAPE CATALOG

In 1969, under the provision of E.S.E.A. Title VI-B, the Fullerton Union High School District has been video taping work stations in industry. Video tapes are made to train students for specific jobs which have been offered to them from pre-selected employers in the community. The video tapes are designed to train handicapped students in specific ways so that they can master the entry level skills necessary to compete with the regular working population for jobs.

Through the current Title VI-B dissemination grant, the Fullerton Union High School District in conjunction with the State Department of Education has made these tapes available at no cost to the districts attending the Project Worker workshop throughout the State of California.

The following is a catalog listing Project Worker training video tapes. Included in the catalog are brief descriptions of the video tapes, and information on how to order the video tapes. Enclosed in the addendum are examples of teacher's guides which accompany the Project Worker video tapes, examples of scripts which were written to produce the tapes, and examples of the job analyses which the scripts were written from.

VIDEOTAPE LIBRARY

PROJECT WORKER

A WORK STUDY PROGRAM

Originally funded
under E.S.E.A. Title VI-B

FULLERTON UNION
HIGH SCHOOL DISTRICT

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Miscellaneous Materials Available............................. 5

Occupations:

Bus Boy.. A-1
Cashier.. F-1
Central Services Technician.............................. D-2
Cook.. A-2
Counter Girl.. A-3
Dining Room Hostess..................................... A-4
Kitchen Helper... A-5
Layout Man (marble molds)............................. R-1
Maid - Hotel... C-1
Maid - Motel... C-2
Mechanics Helper (Automotive)........................ W-1
Nurses Aide.. D-1
Sales Clerk.. F-2
Serging Machine Operator (draperies)............... S-1
Service Station Attendent.............................. W-2
Waitress.. A-6
Warehouseman's Assistant............................... I-1

Related Skills:

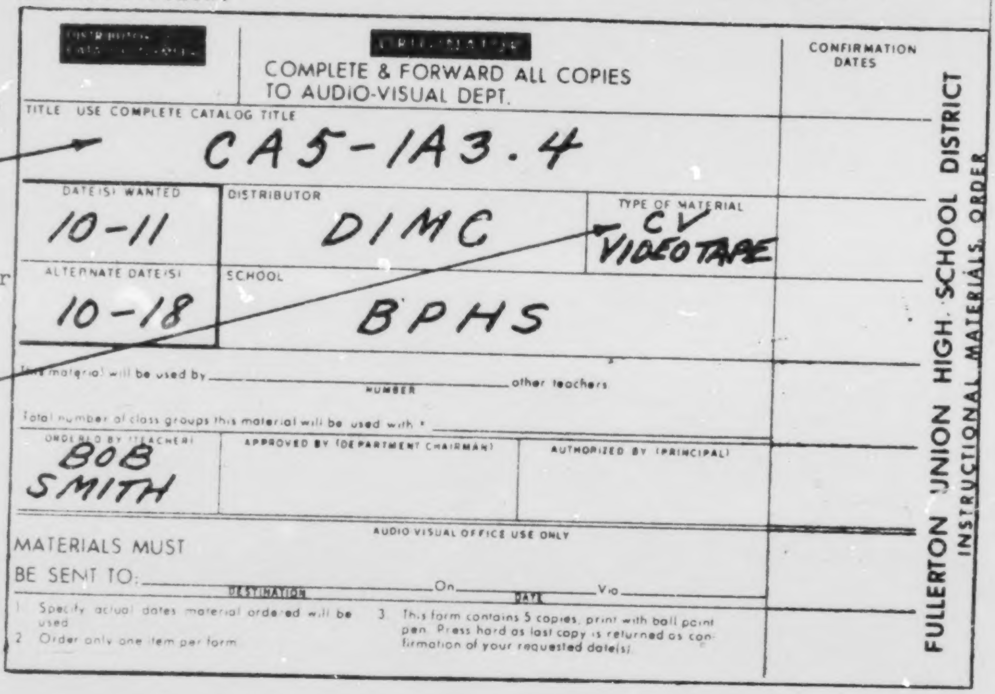
Adding Columns of Numbers Drill........................ Y-1
Basic Math Skill Drills (Addition-Subtraction-Multiplication).......... Y-1
Change Making Drill Tapes............................... Y-1
How to Use a Measuring Tape Drill...................... Y-1

PROJECT WORKER
INSTRUCTIONAL MATERIALS ORDER FORM
SAMPLE FORMS

To order individual items, fill out one form for each item desired, as shown below.

Use complete catalog number. (Title not necessary)

Include AV or CV format (If video tape)



[illegible]

ORIGINATOR

COMPLETE & FORWARD ALL COPIES
TO AUDIO-VISUAL DEPT.

CONFIRMATION DATES

TITLE USE COMPLETE CATALOG TITLE
CA5-1A3.4

DATE(S) WANTED
10-11

DISTRIBUTOR
DIMC

TYPE OF MATERIAL
CV
VIDEOTAPE

ALTERNATE DATE(S)
10-18

SCHOOL
BPHS

This material will be used by ______ (NUMBER) other teachers

Total number of class groups this material will be used with * ______

ORDERED BY (TEACHER)
BOB SMITH

APPROVED BY (DEPARTMENT CHAIRMAN)

AUTHORIZED BY (PRINCIPAL)

AUDIO VISUAL OFFICE USE ONLY

MATERIALS MUST
BE SENT TO: ______ (DESTINATION) On ______ (DATE) Via ______

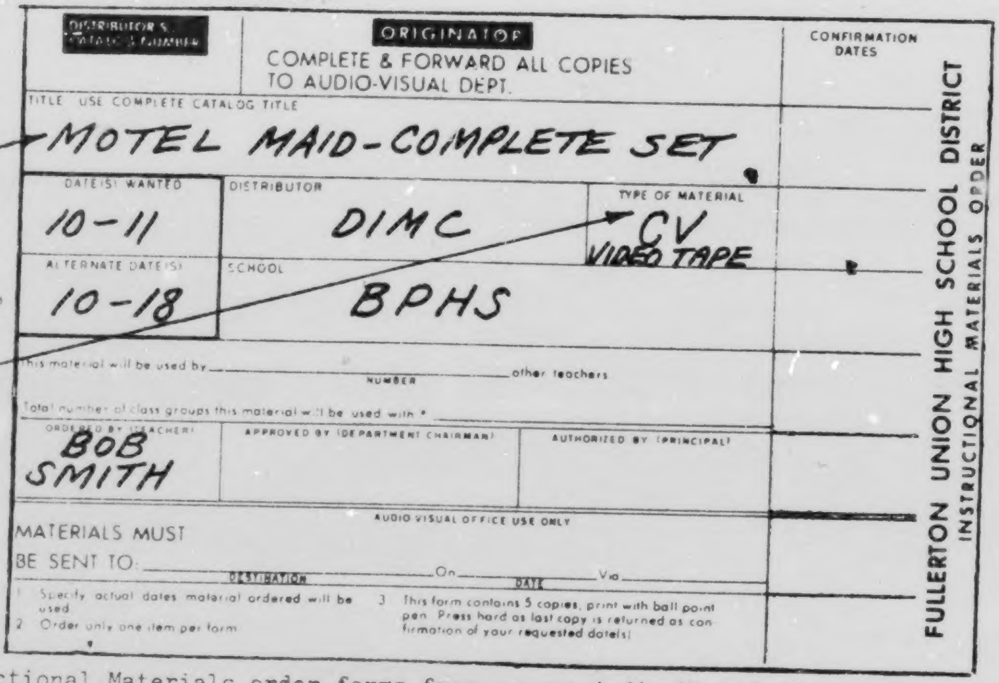
1 Specify actual dates material ordered will be used
2 Order only one item per form
3 This form contains 5 copies, print with ball point pen. Press hard as last copy is returned as confirmation of your requested date(s)

FULLERTON UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL MATERIALS ORDER

To order a complete set, fill out one form for each complete set desired as shown below.

Use complete title of set (Catalog numbers not necessary)

AV or CV format (video tape)



DISTRIBUTOR'S CATALOG NUMBER

ORIGINATOR

COMPLETE & FORWARD ALL COPIES
TO AUDIO-VISUAL DEPT.

CONFIRMATION DATES

TITLE USE COMPLETE CATALOG TITLE
MOTEL MAID-COMPLETE SET

DATE(S) WANTED
10-11

DISTRIBUTOR
DIMC

TYPE OF MATERIAL
CV
VIDEO TAPE

ALTERNATE DATE(S)
10-18

SCHOOL
BPHS

This material will be used by ______ (NUMBER) other teachers

Total number of class groups this material will be used with * ______

ORDERED BY (TEACHER)
BOB SMITH

APPROVED BY (DEPARTMENT CHAIRMAN)

AUTHORIZED BY (PRINCIPAL)

AUDIO VISUAL OFFICE USE ONLY

MATERIALS MUST
BE SENT TO: ______ (DESTINATION) On ______ (DATE) Via ______

1 Specify actual dates material ordered will be used
2 Order only one item per form
3 This form contains 5 copies, print with ball point pen. Press hard as last copy is returned as confirmation of your requested date(s)

FULLERTON UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL MATERIALS ORDER

Obtain Instructional Materials order forms from campus Audio-Visual Clerk or the District Instructional Materials center. Forward completed form to "Project Worker - DIMC;" retain goldenrod copy for your file.

PROJECT WORKER
VIDEOTAPE LIBRARY

Occupational Group Code

A - Food Services

B -

C - Domestic Services

D - Medical Services

E -

F - Sales Services

G - Clerical Services

H -

I - Packaging and Material Handling

J - Agriculture

K -

L - Graphics and Printing

M - Structural and Construction Trades

N -

P - Processing

R - General Manufacturing and Assembly

S - Machine Trades

T -

U - General Mechanical Services

V - General Electrical Services

W - Automotive Services

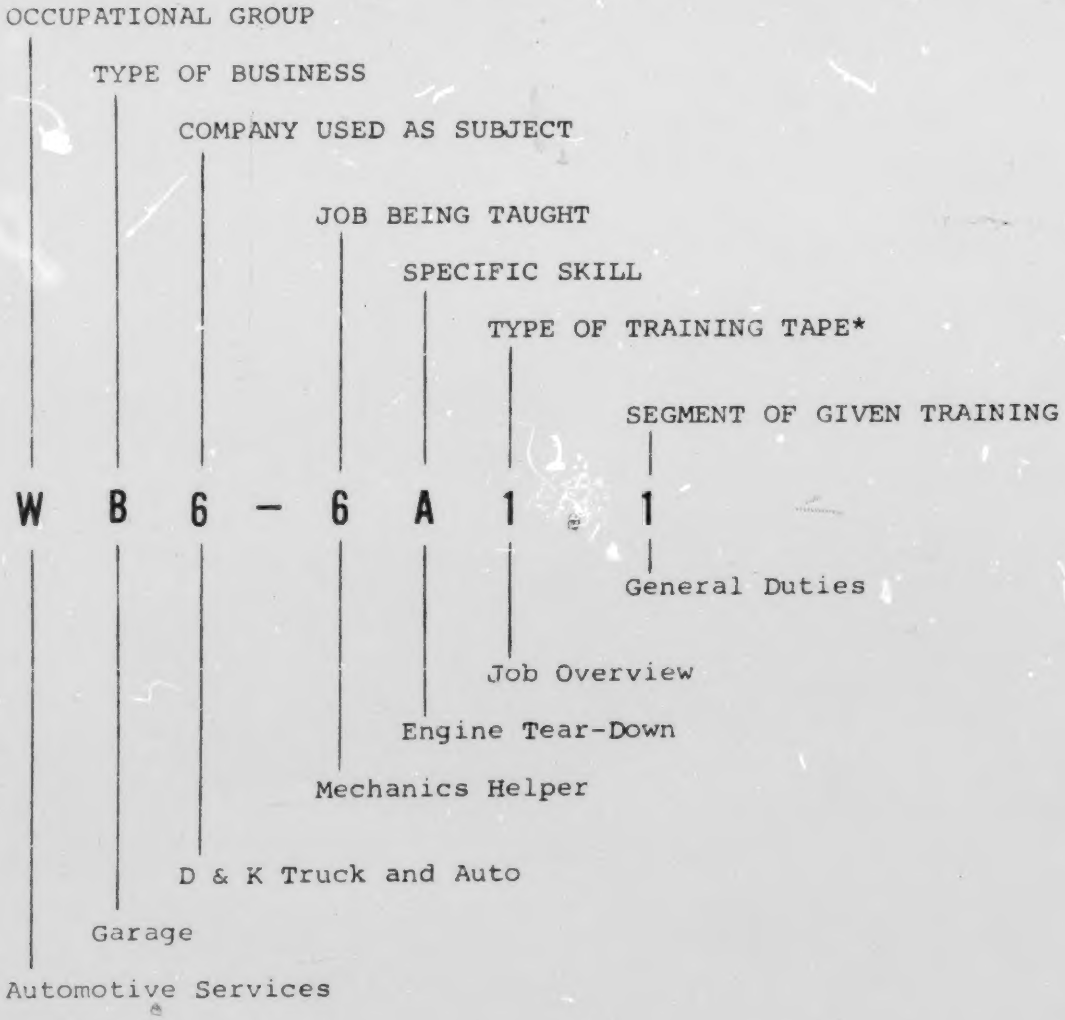
X - "Not Applicable"

Y - Related Skills

Z - Miscellaneous Occupations

PROJECT WORKER
VIDEO TAPE LIBRARY

NUMBER LEGEND



OCCUPATIONAL GROUP

TYPE OF BUSINESS

COMPANY USED AS SUBJECT

JOB BEING TAUGHT

SPECIFIC SKILL

TYPE OF TRAINING TAPE*

SEGMENT OF GIVEN TRAINING

W B 6 - 6 A 1 1

General Duties

Job Overview

Engine Tear-Down

Mechanics Helper

D & K Truck and Auto

Garage

Automotive Services

*NOTE:

Project Worker has 5 types of tapes:

CODE	DESCRIPTION
1	Job Overview
2	Skill Application
3	Skill Drill
4	Student Performance
5	Miscellaneous

PROJECT WORKER

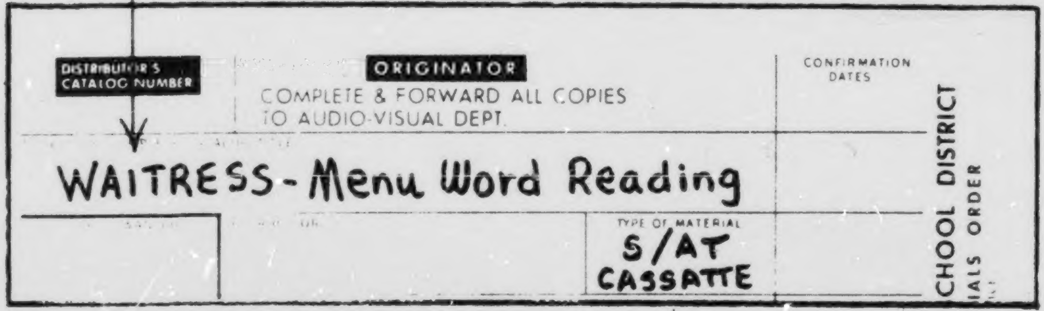
MISCELLANEOUS MATERIALS

Audio-Visual materials (other than videotapes) will be made available in the future. These materials can be used instead of or in conjunction with Project Worker Videotapes for job and skill training.

When ordering these materials please use the following procedures:

1 - Order by JOB TITLE and SUBJECT.

Example: In the order form box "TITLE" put the Job Title and Subject.



DISTRIBUTOR'S CATALOG NUMBER

ORIGINATOR

COMPLETE & FORWARD ALL COPIES TO AUDIO-VISUAL DEPT.

CONFIRMATION DATES

WAITRESS-Menu Word Reading

TYPE OF MATERIAL

S/AT CASSATTE

CHOOL DISTRICT

IALS ORDER

2 - Indicate the TYPE OF MATERIAL.

Example: In the order form box "TYPE OF MATERIAL" please put the appropriate material code as indicated in the listing.

* When ordering an Audio Tape be sure to indicate your preference for Cassatte or Reel tape.

MATERIAL	CODE	MATERIAL	CODE
Slides.............	S	Filmstrip..........	FS
Audio-Tape..........	AT	Transparencies......	T
Film - 8 mm.........	F-8	Charts.............	C
Film -16 mm.........	F-16	Phonograph Record...	P

MISCELLANEOUS MATERIALS

JOB TITLE	SUBJECT	TYPE OF MATERIAL CODE	CORRESPONDING VIDEOTAPE NO.
CASHIER	Learning Prices and Writing Food Orders (Skill Drill)	S / AT	Relates to these Series: COUNTER GIRL CASHIER WAITRESS
LIBRARY CLERK	Figuring Overdue Fines (Skill Drill)	S / AT	Relates to the Library Clerk Series.
WAITRESS	Calling Food Item Prices. (Skill Drill)	AT	Relates to the Waitress Series.
WAREHOUSEMAN ASSISTANT	Reading Labels on Food Items (Skill Drill)	AT	(IAO-OA1.1)

FOOD SERVICES

JOB TITLE: Bus Boy

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Pancho Gorto	1	25:00	AA2-OA1.1

FOOD SERVICES

JOB TITLE: Cook

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Carl's Jr.	1	7:41	AA1-2A1.1

FOOD SERVICES

JOB TITLE: Counter Girl

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Carl's Jr.	1	12:30	AA1-1A1.1

FOOD SERVICES

JOB TITLE: Dining Room Hostess

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Carl's Jr.	1	17:00	AA1-CA1.1
Overview	Making Set-Ups	Carl's Jr.	1	19:00	AA1-OB1.1
Overview	Lettuce & Tomato Preparation	Carl's Jr.	1	8:00	AA1-OC1.1

FOOD SERVICES

JOB TITLE: Kitchen Helper

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	FUHSD Commissary	1	10:00	ABO-OA1.1
Overview	---	FUHSD Commissary	2	10:50	ABO-OA1.2

FOOD SERVICES

JOB TITLE: Waitress

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Alphy's	1	17:20	AAO-OA1.1
Skill Drill	Food Identification	Alphy's	1	17:00	AAO-OA3.1
Skill Drill	Food Identification	Alphy's	2	25:00	AAO-OA3.2
Skill Drill	Menu Abbreviations	Alphy's	1	15:00	AAO-OB3.1
Skill Drill	Menu Reading	Alphy's	1	28:20	AAO-OC3.1
Skill Drill	Menu Reading	Alphy's	2	27:00	AAO-OC3.2
Skill Drill	Waitress Dialogue	Alphy's	1	18:00	AAO-OD3.1
Skill App.	Preparing Fountain Items	Alphy's	1	16:30	AAO-OE3.1

DOMESTIC SERVICES

JOB TITLE: Hotel Maid

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Disneyland Hotel	1	21:15	CAO-OA[illegible].

DOMESTIC SERVICES

JOB TITLE: Motel Maid

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Fullerton Travelodge	1	7:30	CA1-OA1.1
Overview	---	Fullerton Travelodge	2	7:16	CA1-OA1.2
Overview	---	Fullerton Travelodge	3	8:15	CA1-OA1.3
Overview	---	Fullerton Travelodge	4	10:40	CA1-OA1.4
Skill App.	Bedmaking	Fullerton Travelodge	1	8:25	CA1-OB2.1

MEDICAL SERVICES

JOB TITLE: Nurses Aide

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Anaheim Conv. Hosp.	1	23:30	DAO-OA1.1
Skill App.	Bedmaking	Anaheim Conv. Hosp.	1	18:50	DAO-OB2.1
Skill App.	Hall Cart & Feeding	Anaheim Conv. Hosp.	1	11:17	DAO-OC2.1

MEDICAL SERVICES

JOB TITLE: Central Services Technician

TYPE OF TAPE	SUBJECT	COMPANY	SEQ.	LENGTH	CATALOG NO.
Skill Appl.	Placing Linens on the Shelf.	St. Judes Hospital	1	2:00	DB1-1B2.1
Skill Appl.	Folding Towels and Linens.	St. Judes Hospital	2	2:00	DB1-1B2.2
Skill Appl.	Folding Tapes and Sponges.	St. Judes Hospital	3	6:30	DB1-1B2.3
Skill Appl.	Folding 54 Inch Wrappers	St. Judes Hospital	4	6:30	DB1-1B2.4
Skill Appl.	Folding Leggings	St. Judes Hospital	5	5:30	DB1-1B2.5
Skill Appl.	Folding Spinal and Eye Sheets	St. Judes Hospital	6	8:20	DB1-1B2.6
Skill Appl.	Folding and Making Head Drapes	St. Judes Hospital	7	6:30	DB1-1B2.7
Skill Appl.	Major Pack Assembly	St. Judes Hospital	8	10:30	DB1-1B2.8
Skill Appl.	Eye Pack Assembly	St. Judes Hospital	9	7:00	DB1-1B2.9
Skill Appl.	T. and A. Pack Assembly (for Tonsil Operation)	St. Judes Hospital	10	3:00	DB1-1B2.10

SALES SERVICES

JOB TITLE: Cashier

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Zody's	1	7:23	FAO-OA1.1
Skill Drill	Cash Register	Zody's	1		FAO-OA3.1
Skill Drill	Check-Out Procedures	Zody's	1		FAO-OB3.1

SALES SERVICES

JOB TITLE: Sales Clerk

TYPE OF TAPE	SUBJECT	COMPANY	SEQ.	LENGTH	CATALOG NO.
Skill Drill	Bankamericard Sales Slips	Bank of America	1	15:00	FX1-1A3.1
Skill Drill	Mastercharge Sales Slips	United California Bank	2	15:00	FX1-1A3.2
Skill Drill	How to Use the Sales Tax Table	- - -	1	45:20	FXX-1B3.1

CLERICAL SERVICES

JOB TITLE: **Library Clerk**

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Orange County Library	1	9:38	GAO-OA1.1
Skill App.	Cash Counting	Orange County Library	1	20:00	GAO-OA2.1
Skill App.	Date Setting	Orange County Library	1	7:00	GAO-OB2.1
Skill App.	Card Stamping	Orange County Library	1	4:00	GAO-OC2.1
Skill App.	Circulation Count	Orange County Library	1	14:00	GAO-OD2.1
Skill App.	Card Alphabetizing	Orange County Library	1	7:45	GAO-OE2.1
Skill App.	Card Filing	Orange County Library	1	4:30	GAO-OF2.1
Skill App.	Book Check-In	Orange County Library	1	6:00	GAO-OG2.1
Skill App.	Book Check-Out	Orange County Library	1	7:45	GAO-OH2.1
Skill App.	Book Slips	Orange County Library	1	6:00	GAO-OI2.1
Skill App.	Answer Phone	Orange County Library	1	3:30	GAO-OJ2.1
Skill App.	Patron Regulations	Orange County Library	1	12:15	GAO-OK2.1

PACKAGING AND MATERIAL HANDLING

JOB TITLE: Warehouseman Assistant

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	FUHSD Commissary	1	7:45	IAO-OA1.1

GENERAL MANUFACTURING AND ASSEMBLY

JOB TITLE: Layout Man

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Regal Marble	1	10:00	RAO-OA1.1
Skill App.	Tool Set-Up	Regal Marble	1	26:10	RAO-OA2.1
Skill Drill	Preparing Work orders	Regal Marble	1	18:30	RAO-OA3.1

MACHINE TRADES

JOB TITLE: Serging Machine Operator

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	--	Gray's Draperies	1	9:00	SAO-OA1.1
Skill App.	Serging Machine Operator	Gray's Draperies	1	8:00	SAO-OA2.1
Skill App.	Bartacking and Fanfolding	Gray's Draperies	1	9:30	SAO-OA2.2

MACHINE TRADES

JOB TITLE: Serging Machine Operator

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	Gray's Draperies	1	9:00	SAO-OA1.1
Skill App.	Serging Machine Operator	Gray's Draperies	1	8:00	SAO-OA2.1
Skill App.	Bartacking and Fanfolding	Gray's Draperies	1	9:30	SAO-OA2.2

AUTOMOTIVE SERVICES

JOB TITLE: Auto Mechanic Helper

TYPE OF TAPE	SUBJECT	COOPERATING COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	---	D. & K.	1	10:00	WBO-OA1.1

AUTOMOTIVE SERVICES

JOB TITLE: Service Station Attendent

TYPE OF TAPE	SUBJECT	COMPANY	SEQ.	LENGTH	CATALOG NO.
Overview	- - -	Bob's Shell	1	6:40	WA0-OA1.1
Overview	Seven Steps to Success (Short Cartoon Introduction)	Standard Oil	1	11:00	WA2-OA1.1
Overview	Seven Steps to Success (Detailed Explanation of each step)	Standard Oil	2	23:00	WA2-OA1.2
Overview	Capital for Quality (Information on Gas Station Products)	Standard Oil	1	20:00	WA2-OB1.1
Skill Drill	Gasoline Credit Cards	Standard Oil	1	20:00	WA2-OB3.1
Skill Appl.	How to Use the Credit Card Imprinter	Standard Oil	1	10:00	WA2-OC2.1
Skill Appl.	How to Use the Specification Book	Standard Oil	1	20:00	WA2-OD2.1
Skill Appl.	How to Use the Price Book	Standard Oil	1	10:00	WA2-OE2.1
Skill Appl.	Filling Out the Work Order	Standard Oil	1	30:00	WA2-OF2.1

RELATED SKILLS

JOB TITLE: None

TYPE OF TAPE	SUBJECT	COMPANY	SEQ.	LENGTH	CATALOG NO.
Skill Drill	Adding Columns of Numbers	- - -	1	20:00	YXX-XA3.1
Skill Drill	Basic Addition (Slow Problems)	- - -	1	7:00	YXX-XB3.1
Skill Drill	Basic Addition (Fast Problems)	- - -	2	4:45	YXX-XB3.2
Skill Drill	Basic Subtraction (Fast & Slow)	- - -	1	7:30	YXX-XC3.1
Skill Drill	Basic Multiplication (Fast & Slow)	- - -	1	7:00	YXX-XD3.1
Skill Drill	How to use a Measuring Tape	- - -	1	53:26	YXX-XE3.1
Skill Drill	Change Making - #1	- - -	1	27:25	YXX-XF3.1
Skill Drill	Change Making - #2	- - -	2	28:10	YXX-XF3.2
Skill Drill	Change Making - #3	- - -	3	32:29	YXX-XF3.3

PROJECT WORKER

Teacher Guide

for

Master Charge
Bankamericard

April 20, 1971

Carson Hall

TEACHER'S GUIDE

Teaching Tapes - Video tapes, mock-ups, and other A-V materials are carefully designed and produced at great cost to perform a specific function. Unless presented with as much care as went into their production, much of their value may be lost.

A. Teacher or Teacher Aide must stay in classroom during all tape showings. Teachers should be in a position to reinforce students when working on tapes and mock-ups.

B. Preview tape and review the purpose of the tape.

C. Mention one or two highlights of each tape and ask the students to be looking for them.

D. Provide discussion and/or practice time after showing the tape; use the training guide provided.

E. Think of activities for specific individuals in your class to support the training guide provided.

F. Make sure students work on mock-ups just as they would be working on the job. (i.e. If employee stands on the job, the trainees must stand while practicing the job.)

I. JOB DESCRIPTION - D.O.T. II 211.468

Cashier receives cash from customers or employees in payment for goods and services and records amounts received: Recomputes or computes bills, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customer for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as Cafeteria Cashier (hotel & restaurant); Dining Room Cashier (Hotel & restaurant); Store Cashier; or Cashier, Credit. When receiving money, issuing change, and returning money to sales personnel by pneumatic tube is designated TUBE-ROOM cashier. When working on same floor and receiving money, making change, and cashing checks for sales personnel, is designated Floor Cashier.

For further information contact:

Master Charge	Bank of America
Mr. Burns or Mr. Gewber	Alan Stewart
Zodys	Alphys
120 East Imperial	1240 E. Chapman
La Habra, CA 870-4114	Fullerton, CA 526-9252

II. MOCK-UP

A. General Equipment

NO. REQD.	ITEM	DESCRIPTION	SOURCE
1	VTR	½" AV Series	Classroom
1	Monitor	18" or 10"	"
1	Table	Classroom Type	"
1	Chair	Classroom Type	"
	Pens	Classroom Type	"

B. Specific Materials Supplied by DIMC

NO. REQD.	ITEM	DESCRIPTION	USE
1	Video Tape	M.C. #FX1-1A3.2	
According to No. of Students	Bank of America Master Charge Sales Slips	Regular Type	Used by Students

C. Mock-Up Objectives

1. Students will be able to fill out correctly Master Charge and Bankamerciard sales slips ranging from one to five items within 30 seconds.

D. Training Procedure

1. Go over pre-training check-list with student.
2. Have student sit down in front of monitor. Proceed with the first problem (pre-test). Compare the student's response with the correct answer and determine whether student needs more pre-training.
3. If he passes the pre-test, continue playing the tape and have the student continue filling out sales slips.
4. Compare the student's completed sales slips forms with the Master Answer sheet. Correct the mistakes.
5. Place students on the segment where mistakes occur or terminate training.

E. Student Evaluation

1. Student can correctly fill out a charge slip consisting of five items within thirty seconds. (i.e. #9 on Master Charge and Bankamericard tape.)

PROJECT WORKER

FULLERTON UNION HIGH SCHOOL DISTRICT

Pre-training Check List
Bankamericard
Master Charge

Student knows:

_____ 1. What the difference between "take" and "send" is and where the boxes are on the forms.

_____ 2. Where the "date" box is.

_____ 3. Where the "Department" box is and knows what this is for.

_____ 4. Where the "Clerk Number" box is and understands that this is his number.

_____ 5. Where to put his initials.

_____ 6. How to itemize each item, putting the "quantity," "class," (each), "description," and the amount.

_____ 7. Where to enter the Tax.

Job Analysis # 1

FULLERTON UNION HIGH SCHOOL DISTRICT

PROJECT WORKER

ESEA Title VI

Analysis of Working Conditions

Firm Name D & K Enterprises Job Title General Shop Helper

Comments

50 Inside % Shop help
50 Outside % Delivery
__ Hot
__ Cold
__ Sudden Temperature Change
__ Humid
x Dry
x Wet Washing
x Dusty
__ Dirty
x Odors Gas solvent Exhaust fumes

Comments

x Noisy
__ Inadequate Lighting
__ Inadequate Ventilation
__ Vibration
x Mechanical Hazards
__ Cramped Quarters
__ High Places
x Exposure to Burns
__ Electrical Hazards
x Working with Others
x Working Alone
x Working Around Others

Hours 8:00 a.m. to 12:00 noon, 1:00 p.m. to 5:00 p.m., one student each shift

Uniforms After trial period, but not to start

Clothing Old levis & old tee shirts, no tennis shoes-work shoes

Tools

Salary $1.75 an Hour

Food Allowance

Advancement 30 day trial period

Evaluated by: Todd Tennyson Date: 12-10-70

PW 6001

FULLERTON UNION HIGH SCHOOL DISTRICT

PROJECT WORKER

ESEA Title VI

Analysis of Physical Requirements

Firm Name D & K Enterprises Job Title General Shop Worker

KEY:

A--Mandatory
B--Occasional
C--Not required

	A	B	C	Comments		A	B	C	Comments
Walking	x				Carrying	x			
Jumping			x		Throwing			x	
Running			x		Pushing		x		
Balancing			x		Handling	x			
Climbing		x			Fingering	x			
Crawling		x			Feeling	x			
Standing	x				Talking	x			
Turning	x				Hearing	x			
Stooping	x				Seeing	x			
Crouching		x			Color Vision		x		
Kneeling	x				Depth Perception	x			
Sitting		x							
Reaching	x				Working Speed	x			
Lifting	x								

75# the most

Evaluated by: Todd Tennyson Date 12-10-70

PW 6002

FULLERTON UNION HIGH SCHOOL DISTRICT

PROJECT WORKER

ESEA Title VI

Interest Analysis

Firm Name D & K Enterprises Job Title General Shop Worker

CIRCLE ITEMS WHICH APPLY:

[✓ 1.]	Situations involving a preference for activities dealing with things and objects.	vs	6.	Situations involving a preference for activities concerned with people and the communication of ideas.
2.	Situations involving a preference for activities involving business contact with people.	vs	[✓ 7.]	Situations involving a preference for activities of a scientific and technical nature.
[✓ 3.]	Situations involving a preference for activities of a routine, concrete, organized nature.	vs	8.	Situations involving a preference for activities of an abstract and creative nature.
4.	Situations involving a preference for working for people for their presumed good, as in the social welfare sense, or for dealing with people and language in social situations.	vs	[✓ 9.]	Situations involving a preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques.
5.	Situations involving a preference for activities resulting in prestige or the esteem of others.	vs	[✓ 10.]	Situations involving a preference for activities resulting in tangible, productive satisfaction.

Evaluator: Todd Tennyson

Date: 12-10-70

Job Analysis #4

FULLERTON UNION HIGH SCHOOL DISTRICT PROJECT WORKER TITLE VI ESEA

Firm Name D & K Enterprises TASK DETAILING SHEET Job Title General Shop Worker

NO.	TASK	FREQUENCY OF PERFORMANCE	TYPE OF PERFORMANCE	IMPORTANCE	LEARNING DIFFICULTY
1	Carry out trash	1 Daily		5	easy
2	Sweep floor	1 Daily		2	easy
3	Pick up a delivery of parts	Several times a day	driving	1	easy
4	Valve work refacing	occasional	finger manip.	3	easy to learn
5	Hot tank parts	Quite a Bit		1	easy
6	Sand blasting parts	Quite a Bit		1	easy task
7	Brake drum turning	occasional		3	simple
8	Motor disaseembly break down	Quite a Bit		2	simple

Evaluator: Todd Tennyson

Date: 12-10-70

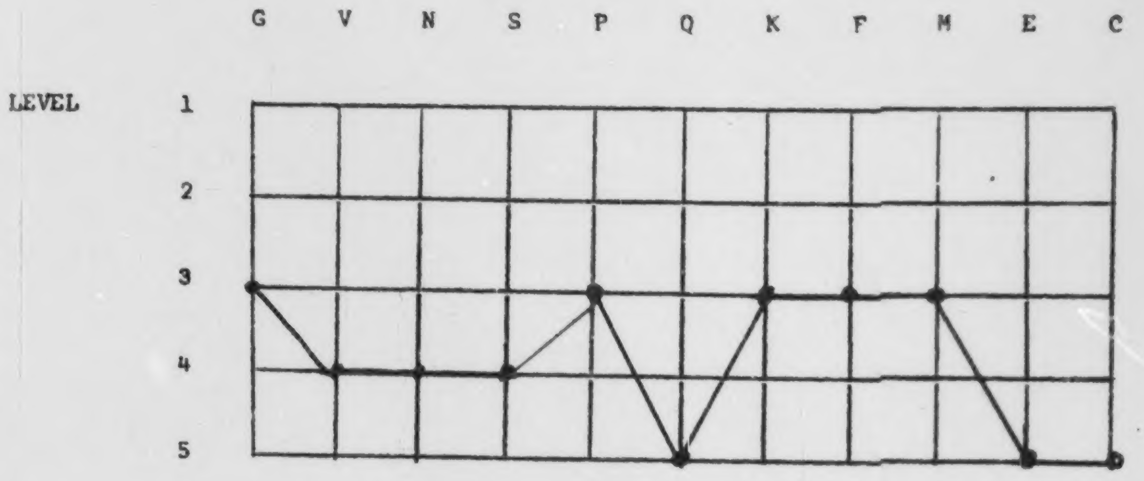
Job Analysis #7

FULLERTON UNION HIGH SCHOOL DISTRICT
PROJECT WORKER

ESEA - Title VI

WORK
APTITUDE
PROFILE

OCCUPATION Automobile Mechanic Helper DOT CODE 620.884



EVALUATED BY Howard Levine DATE 2-23-71

Job Analysis # 8

FULLERTON UNION HIGH SCHOOL DISTRICT

PROJECT WORKER

ESEA TITLE VI

Prognosis of Student Temperament Adjustment

Firm Name D & K Enterprises   Job Title General Shop Worker

YES	NO		
x		1.	Situations involving a variety of duties often characterized by frequent change.
x		2.	Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.
	x	3.	Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.
	x	4.	Situations involving the direction, control, and planning of an entire activity or activities of others.
	x	5.	Situations involving working alone and apart in physical isolation from others, although the activity may be integrated with that of others.
	x	6.	Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.
	x	7.	Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.
	x	8.	Situations involving performing adequately under stress when confronted with the critical or unexpected or when taking risks.
x		9.	Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.
	x	0.	Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.
	x	X.	Situations involving the interpretation of feelings, ideas or facts in terms of personal viewpoint.
x		Y.	Situations involving the precise attainment of set limits, tolerances, or standards.

Evaluated by: Todd Tennyson   Date: 12-10-70

1

FULLERTON UNION HIGH SCHOOL DISTRICT

PROJECT WORKER

ESEA Title VI

Job Description

LOT # 620.880

Title Automobile Mechanic Helper

Industry Auto Services

Description of Duties: (One per line) Attach sheets as needed.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Job Analysis #6

FULLERTON UNION HIGH SCHOOL DISTRICT

PROJECT WORKER

ESEA Title VI

Occupational Data Profile Form

Occupation Automobile Mechanic Helper DOT Code 620.884

PROFILE

GED 2

SVP 3

APT:

G 3,4 Intelligence-General Learning ability

V 4 Verbal-Understand meaning of words, ideas

N 4,5 Numerical-Arith. compu. quickly, accurately

APT KEY

1 Top 10%
2 High 1/3
3 Middle 1/3
4 Low 1/3
5 Bottom 10%

S 4,3 Spatial-Visualize in 2-3 dimensions

P 3,4 Form perception-Detail in objects, pictorial

Q 5,4 Clerical-Detail in verbal or tabular

K 3,4 Motor Coord.-Eyes and hands or fingers

F 3,4 Finger dexterity-Manipulate small objects

M 3,4 Manual dexterity-Placing and turning movements

E 5,4 Eye-Hand-Foot Coordination

C 5,4 Color Discrimination

INT 9,3,1,0

TEMP 2,Y

PHYS. DEM. S,L,M,H,2,3,4,6

Evaluated by: Howard Levine Date: 2-23-71

COOPERATIVE PROGRAM BROCHURE

VOCATIONAL REHABILITATION

WHAT IS IT?

It is a program to help special education students or students who are having problems of a physical, social or emotional nature to prepare for and find suitable employment.

WHAT KIND OF HELP IS OFFERED?

A vocational rehabilitation counselor will work with the student to help him overcome the problems which are preventing employment. In addition to vocational counseling, some of the services that might be offered include vocational evaluation, medical help, work experience, job training, and placement assistance.

HOW DOES A STUDENT GET THIS HELP?

Teachers, counselors, and other school personne may refer students to the vocational rehabilitation counselor in the school district. After the student's parents sign the application and release forms the vocational rehabilitation counselor will gather information about the student's problems from teachers, psychologists, doctors and other sources. If the school district's psychological or medical information is not sufficient the student may be sent for additional examinations at no cost. Once sufficient information is available and the counselor and student have decided upon a plan, services are provided to coincide with the school curriculum.

FOR FURTHER INFORMATION CONTACT:

Paula Ryan, Vocational Rehabilitation Counselor
Telephone: 635-5500 CR 879-1311
Carson Hall

INDUSTRIAL ARTS--VOCATIONAL

Check with the industrial arts teachers on your campus. These programs provide valuable vocational training and exploration.

School counselors will be aware of course offering their prerequisites, etc.

R.O.P. is a valuable source of vocational training as a means of exploration.

TRADE SCHOOLS

Information regarding trade schools can be obtained from your school counselors, from your campus career center, or from the National Association of Trade and Technical Schools, 2021 L Street, Washington, D.C. 20036.

THREE GENERAL TYPES OF WORK EXPERIENCE

Work experience is a composite of programs using the cooperative efforts of the school and community to better assist students in making career choices, in preparing for careers, and in making a smooth transition into the world of work.

Exploratory Work Experience Education. Exploratory work experience education is a program that provides the opportunity to sample systematically and observe a variety of conditions of work that will contribute to the career guidance and development of the student for the purpose of ascertaining his suitability for the occupation he is exploring. The purpose of exploratory work experience education is to contribute to the career guidance and development of students.

The objectives are as follows:

1. To provide the students with the tools necessary for making wise and realistic career choices.
2. To provide the students with opportunities to explore a variety of occupations related to tentative career choices.
3. To provide the students with guidance so they can cluster their tentative career choices, thereby concentrating their educational efforts toward short and long range goals.

General Work Experience Education. The purpose of general work experience is to assist students to become productive, responsible individuals through supervised employment experiences.

The objectives are as follows:

1. To provide students the opportunities to develop an appreciation of the reality of work.
2. To provide students the opportunities to explore the current and emerging opportunities for employment in the present assignments and in other careers.
3. To provide students the opportunity to compare the educational and training requirements of a variety of careers to personal aptitudes, interests, career expectations, and degree of motivation to pursue short and long range career goals.
4. To provide students with the opportunity to develop an appreciation of the importance of desirable work habits.
5. To provide students the opportunity to develop and understand the relationship between formal education and job success.
6. To provide students the opportunity to assume adult roles and responsibilities in the present work environment and to develop an understanding of the necessary rules, regulations, procedures, and practices involved.

Vocational Work Experience Education. Vocational work experience education has as its purpose the extension of vocational learning opportunities for the pupil through part-time paid employment in the occupation for which his course of study is preparing him.

The objectives are as follows:

1. To provide students with the opportunity to improve skills in specific segments of selected occupations.
2. To provide students with the opportunity to assume assigned duties and responsibilities and improve on-the-job performance through related in-school instruction.

3. To provide students with the opportunity to explore the current and emerging opportunities for employment in present assignments and for advancement within related occupational fields.
4. To provide students with the opportunity to demonstrate job entry level proficiencies, and to assume adult roles and responsibilities in selected careers.

LAWS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

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GOALS OF THE PRESENTATION ON LAWS GOVERNING WORK EXPERIENCE EDUCATION

The work experience coordinators who participate in this seminar or carefully review this publication will:

1. Be aware of resources for locating laws related to work experience education.
2. Know the agencies or bodies which prescribe and enforce these laws.
3. Know, or know how to find, laws governing the operational procedures of a work experience education program.
4. Know, or know how to find, laws controlling the time when minors may be legally employed.
5. Know, or know how to find, laws restricting the kinds of work which may be done by minors.
6. Know minimum wage laws.
7. Be aware of workmen's compensation insurance regulations covering employed minors.
8. Know, or be able to immediately locate, laws governing work permits for minors.
9. Be familiar with accepted interpretations of many laws related to work experience education.

INTRODUCTION

Laws governing the employment of minors, and as such, laws effecting Work Experience Education, are enacted and enforced by several different authorities. Laws appearing in the Education Code are enacted by the California Legislature. Laws written in the California Administrative Code, Title V, Education, are made by the California State Board of Education. The California Labor Code Laws are passed by the Legislature and enforced by the State Division of Labor Law Enforcement. Also, the State Labor Commissioner may make Child Labor Orders which have the effect of law. Minimum wage laws and regulations concerning working conditions are passed and enforced by the State Industrial Welfare Commission.

Most federal laws concerning youth employment are contained in the Fair Labor Standards Act of 1938. (Many amendments to this Act have been made in recent years). Major portions of the Fair Labor Standards Act are passed by Congress. However, the hazardous occupation laws pertaining to minors are orders from the United States Secretary of Labor.

In order for us to help students to obtain the best guidance and learning from their work experiences, we must understand the purposes of these laws, and assist in their proper interpretation and enforcement to the best of our ability. If guidance counselors, child welfare and attendance workers, or work experience coordinators determine that some of these laws should be amended, then we should direct our appeals to the appropriate administrators or legislative bodies.

I. AUTHORIZATION AND ENABLING LAWS FOR WORK EXPERIENCE EDUCATION PROGRAMS

EDUCATION CODE SECTIONS:

5985	Authority for School District to offer work experience education.
5986	Requires State Board of Education to establish standards for work experience education.
5987	Mandates State Department of Education to adopt regulations to implement standards set by State Board to maintain educational purpose and character of work experience education.
5988	Specifies that all laws applicable to employment of minors will apply to pupils enrolled in work experience education.
5989	Definition of work experience education to include employment of pupils in part-time jobs selected or approved as having educational value and coordinated by school employees.
5989.5	Allows a school district to use funds obtained from any source to pay wages of mentally retarded pupils in a work experience education program.
5990	Requires that work experience education involving apprenticeable occupations shall be consistent with purposes in the Labor Code and standards of the California Apprenticeship Council.
5991	Permits employees of a school district to establish and supervise work experience programs in contiguous areas outside the district.
5991.5	Allows a school district to provide employment for students in areas outside the district for public or private employers. Allows district to pay wages to enrollees in or out of district, but prohibits payment of wages to or for private employers.
5992	Defines the school district which operates the work experience education program as the employer, for purpose of required workmen's compensation insurance, for pupils who receive no pay from the person or firm providing the work station.
5992.5	States that sections 1292, 1293, and 1294 of the Labor Code shall not apply to work experience education programs, provided that the work experience coordinator determines that the students have been sufficiently trained in the work otherwise prohibited, if parental approval is obtained, and the principal or counselor of the student says the student's progress toward graduation will not be impaired. This will permit students 14 through 17 years of age, who are enrolled in work experience education to work at almost any kind of job, except those prohibited by federal laws.

II. RULES AND REGULATIONS GOVERNING THE OFFERING AND OPERATING OF WORK EXPERIENCE EDUCATION AS AN APPROVED HIGH SCHOOL COURSE

CALIFORNIA ADMINISTRATIVE CODE, TITLE V, SECTIONS:

10070 Defines "job" and "work station."

10071 Classifications of Work Experience Education. Describes the three types of approved work experience education: exploratory, general, and vocational.

10072 Requires written plan for work experience education to be adopted by local district governing board and be submitted to and approved by the State Department of Education. Statements in this plan shall include:

- a. Types of work experience education the district will provide.
- b. Certification that the district has officially adopted the plan.
- c. Responsibilities of the school, the pupil, the employer, and other cooperating agencies.
- d. Provision for guidance service to pupils throughout their enrollment in work experience education.
- e. Assignment of a sufficient number of qualified certificated personnel to direct and coordinate the program.
- f. Assertion that the work done by the pupils is of a useful educational nature.
- g. Indication that applicable local, state, and federal laws and regulations will be followed.
- h. Evaluation, with the help of the employer, of pupils' work, awarding of school credit, and entry of pertinent facts in the pupils' cumulative records.
- i. Provisions for necessary clerical and instructional services.

10073 Requires the district to grant credit toward graduation for satisfactory completion of work experience education as specified in Section 1635.

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1635:

TYPE OF W.E.	MAXIMUM SEMESTER CREDIT	MAXIMUM TOTAL CREDIT
Exploratory	10 semester periods	20 semester periods
General	10 semester periods	40 semester periods
Vocational	10 semester periods	40 semester periods

Allows maximum of 40 semester periods of credit in one or any combination of all types of Work Experience Education.

10074 Sets minimum pupil qualifications for participation in work experience education. These are:

a. Have attained 16 years of age except that with special needs may be enrolled by authorization of the principal.(Not EWEE)

b. Be a full time student, which means one of the following:

(1) A legally indentured apprentice.

(2) A continuation pupil in any number of classes.

(3) A high school pupil enrolled in four or more subjects including Work Experience Education.

(4) Enrolled in an approved summer school program.

c. Have parental approval.

d. Have approval of school guidance service

e. Have a vocational or educational goal to which the work experience will contribute.

10075 Requires the school district to supervise work experience enrollees by:

a. On the job visitation.

b. Consultation with the employer.

c. Written evaluation of students' program.

d. Consultation with the student.

10076 Record Keeping

The District's records must include:

a. Type of work experience, job location, and type of job.

b. Work permit.

c. Employer report of attendance and performance.

d. Supervisor's report of observation of pupil.

e. Supervisor's report of consultation with employer.

f. Supervisor's rating of pupil, including grade.

10077 In selecting work stations, the District shall ascertain that the employer:

a. Is in sympathy with the educational objective of the Work Experience Education program.

b. Knows the intent and purpose of the type of Work Experience Education in which the pupil is enrolled.

c. Offers the pupil a reasonable probability of continued employment for the period in which enrolled.

d. Has adequate equipment and materials for learning.

e. Has working conditions to not endanger health, safety, morals of the pupil.

f. Provides adequate supervision.

g. Provides workmen's compensation insurance.

h. Maintains accurate records of pupil attendance.

10078 In Exploratory Work Experience Education:

a. The hours of exploratory experience shall be commensurate with the pupil's occupational goal and the occupation he is exploring.

b. The pupil shall not be paid for his experience and he shall not work for wages in a similar job at other hours.

c. The exploratory pupil shall not replace a paid employee.

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11475 Work Experience Education In Summer School

a. Summer schools offering work experience education shall:

(1) Comply with provisions in Sections 10070 - 10078.

(2) Conduct the program concurrently with the rest of the district's summer school program.

(3) Maintain a student - certificated coordinator ratio of not more than 25 students per assigned coordinator hour.

(4) Provide for a minimum of 180 minutes of group and individualized related instruction each week in work experience education.

(5) Grant a maximum of ten units of credit.

b. No pupil, including those also enrolled in other summer school classes, in a summer school work experience class shall be credited with more than one day of attendance in any calendar day.

ADMINISTRATIVE CODE, TITLE V SECTIONS

Relating to Community College Programs

55250 Requires a district plan for work experience education to be adopted by the district, and shall be submitted to and approved by the chancellor of the California Community Colleges.

55251 The district plan shall contain:

(a) A statement the district has officially adopted the plan.

(b) A specific description of the responsibilities of the college, the student, the employer, and any other cooperating agencies.

(c) A description of the following for each type of work experience offered:

(1) Appropriate and continuous guidance service for students involved.

(2) Assignment of a sufficient number of certificated personnel to coordinate the program.

(3) Ascertain that the work done by students is of a useful and educational nature.

(4) Evaluate, with advice from employer, the work done by the student, and award credit.

(5) Provide necessary clerical and instructional service.

55252 Defines two types of work experience education offered in community colleges. There are: General Work Experience Education and Vocational Work Experience Education.

55253 Establishes maximum school credits for work experience education in community colleges.

TYPE OF W.E.E.	MAXIMUM UNITS PER SEMESTER	MAXIMUM UNITS PER QUARTER	MAXIMUM TOTAL
General	3 hours	5 hours	6 semester hours or 9 quarter hours
Vocational	4 hours	6 hours	16 semester hours or 24 quarter hours

A student may not earn a total of more than 16 semester credit hours or 24 quarter credit hours during enrollment in work experience education in any community college. A student may not enroll in two types of W.E.E. concurrently.

55254 Establishes minimum student qualifications for enrollment. These are:

(a) Be a full time student, which means one of the following:

  (1) A legally indentured apprentice regardless of the number of subjects for which he is enrolled.

  (2) Enrolled in not less than 8 units, including W.E.E.

  (3) If working on an alternate semester (or quarter) plan, has previously completed 12 units.

(b) Have approval from the work experience coordinator.

(c) Have an occupational goal toward which the W.E.E. will contribute.

(d) Pursue a planned program in which the W.E.E. will offer new or expanded responsibilities beyond those experienced in previous employment.

55255 Services provided by the district shall include:

(a) On-the-job observation of student worker.

(b) Consultation with the employer.

(c) Written evaluation of student progress.

(d) Consultation with the student.

The above shall be provided at least once every census period for each student enrolled.

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55256 Records maintained by the district shall include:

(a) The type of W.E.E. for which each student is enrolled, where he is employed, and kind of job held.

(b) Record of work permit, if applicable.

(c) Employer's report of attendance and performance on the job.

(d) Certificated staff's report of observation of student.

(e) Certificated staff's report of consultation with employer.

(f) Rating of each student, including grade.

55257 In selecting work stations the district shall assure:

(a) Employer is in sympathy with the educational objectives of W.E.E.

(b) The employer knows the intent and purpose of W.E.E.

(c) The work station offers a reasonable probability of continuous employment for the student for the period that he is enrolled.

(d) The employer has adequate materials and equipment to offer a learning opportunity.

(e) Desirable working conditions prevail which will not endanger the health, safety, or morals of the student.

(f) Adequate supervision will be provided.

(g) Compensation insurance will be provided by the employer.

(h) The employer will maintain adequate records of student attendance.

III. STATE APPORTIONMENT FOR PUPIL ATTENDANCE DURING HOURS WHEN PUPILS ARE PARTICIPATING IN LEARNING EXPERIENCES AT THEIR JOB STATIONS

EDUCATION CODE

11052 Minimum school day - 240 minutes for most secondary school students.

11055 Minimum school day for Work Experience Education - 180 minutes.

11251 (b) For the purpose of Work Experience Education programs in the secondary schools meeting the standards of the California State Plan for Vocational Education, "immediate supervision" of off-campus work training stations means pupil participation in on-the-job training as outlined under a training agreement, coordinated by the school district under a state-approved plan, wherein the employer and certificated school personnel share the responsibility for on-the-job supervision. The pupil-teacher ratio in any such Work Experience program shall not exceed 125 students per full-time equivalent certificated coordinator. A pupil enrolled in such Work Experience program shall not be credited with more than one day of attendance in any calendar day, and shall be a full-time student enrolled in regular classes meeting the requirements set forth in Section 11052 or 11055.

11483 For the purposes of computing average daily attendance of community college pupils in work experience education programs, the following provisions shall apply:

(a) One student contact hour is to be counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for classroom study and work experience. The maximum contact hours counted for a student shall not exceed the maximum number of work experience units for which the student may be granted credit under the rules and regulations of the Board of Governors of the California Community Colleges.

(b) "Immediate supervision" of off-campus work stations shall be defined as student participation in on-the-job training as outlined under a training agreement, coordinated by the school district under a state-approved plan, wherein the employer and the certificated community college coordinator share responsibility for on-the-job supervision.

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IV. LIMITATIONS UPON MAXIMUM HOURS OF WORK AND UPON TIME WHEN WORK MAY BE PERFORMED BY MINORS

L.C. 1391 — No minor under 18 years of age may be employed more than 8 hours in one day or more than 48 hours in one week, or before 5 a.m. or after 10 p.m. on any day; except that he may work in the evening preceding a non-school day until 12:30 a.m. of the non-school day.

L.C. 1391.1 — Minors 16 and 17 years old, who are enrolled in work experience education, may work not later than 12:30 a.m. on any night, providing that:

- (a) The employment is not detrimental to their health, education, or welfare.
- (b) Parent's approval has been obtained.
- (c) Work experience coordinator approves.
- (d) At least the adult minimum wage will be paid between the hours of 10:00 p.m. and 12:30 a.m.

F.L.S.A. — Read first statement on page 5, U.S. Department of Labor Bulletin 101, 1971 edition, which states that minors 16 years of age or older may work any number of hours at any time on legal jobs.

14 and 15 year olds limited to 3 hours on a school day, 18 hours in a school week. 8 hours on a non-school day, 40 hours in non-school week. 7 a.m. to 7 p.m. 7 a.m. to 9 p.m. in summer.

E.C. 12769 — Allows all minors (age 14 and over) to work 4 hours on school days, regardless of the number of hours they may attend school.

E.C. 12774 — Excludes agriculture, home-making, and work experience education enrollees from 4 hours daily work limit.

L.C. 552 — Required Day of Rest.

L.C. 556 — Day of rest not required if total hours of employment do not exceed 30/hr/wk or 6 hours in any one day.

Att. Gen. 1943 — "School attendance is not to be considered employment for purposes of the day of rest law."

Thus, pupils may work on both Saturday and Sunday if there is one other day that they do not work, even though in school on that day.

Example:

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	
8	4	4	0	4	4	8	=32 hours
			Rest				

V. RESTRICTIONS COVERING THE KINDS OF WORK WHICH MAY BE DONE BY MINORS.

(Labor Code 1290 through 1298) (Fair Labor Standards Act) (Vehicle Code 12515)

Basically all of these restrictions have been enacted for the safety of young people. In most cases we are happy that these laws are in effect, and in most cases they do not interfere with the best operation of work experience education.

Rather than to seek amendments to most of these laws, we probably need to better understand the interpretations of the laws, and need to be more familiar with exceptions or exemptions authorized under some of them.

1. (L.C. 1290-1298) California labor laws are very liberal in that there are few jobs prohibited to minors over 16 years old. Minors under 16 may operate no power driven machinery or in any occupation "dangerous to life or limb or injurious to the health and morals of such minor." Under California law, minors over 16 may work in most any jobs.

   Sections 1297 and 1298 of the Labor Code prohibits the employment of girls under 18 years of age in "street occupations" in cities of more than 23,000 population. Boys as young as 10 years have been permitted to engage in street occupations such as newspaper distribution and shoe shining. On November 6, 1972 the State Labor Commissioner issued a bulletin stating, "Girls and boys 10 through 16 now can compete on equal terms for jobs legally open to that group in California, without concern for sex discrimination." Mr. Albert Reyff said that he has suspended enforcement of those parts of Labor Code Sections 1297 and 1298 that discriminate because of sex, on the advice of legal counsel. Federal equal opportunity laws invalidate state laws that discriminate against minors because of sex.

   Since 1968, Work Experience Education enrollees under 16 years old may do hazardous jobs prohibited under L.C. 1292-1294 if approved by parent and work experience coordinator.

2. (V.C. 12515) California Vehicle Code prohibits minors under 18 from being employed for the purpose of driving a motor vehicle. Interpretations of this law permits 16 and 17 year old licensed drivers to drive incidentally, such as a drug store clerk making a prescription delivery. Also, 16 and 17 year olds are permitted to drive on the job in their own car, not a vehicle furnished by the employer. Bills to exempt work experience enrollees failed 1968, 1969, and 1970.

3. The Federal Fair Labor Standards Act has no restrictions whatever on minors of 16 years of age except in 17 very specific hazardous occupations, of which only 7 or 8 are likely to present any possible jobs for work experience students in California. All except one of these 7 or 8 carry a possible exemption for student learners.

   Several hazardous occupation laws are widely misinterpreted, especially number 8 regarding power driven metal working machines. Actually, most common machine shop tools are not included in this hazardous occupation law.

   The part of the FLSA laws which causes most difficulties for working minors is the regulation which prohibits 14 and 15 year olds from doing any kind of work in a work room which contains a product that will be shipped out of state. This is one FLSA regulation about which we might wish to contact the Secretary of Labor to seek an amendment.

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VI. MINIMUM WAGE LAWS AFFECTING MINORS

1. State Law

   a. Minimum for women and minors - $1.65.

   b. No minimum for males over 18 years old.

   c. Student rate - (Boys under 18, girls under 21) - $1.35.

   d. No minimum for minor under 16 in agriculture.

2. Federal Law

   a. Generally, - Federal minimum wage is now $1.60 for men - women - minors - anyone!

   b. Farm worker minimum wage is $1.30 per hour.

   c. In addition to industrial and manufacturing jobs, the following employees are covered by federal minimum wage laws.

      (1) Retail sales locations with gross volume of sales at least $250,000 per year.

      (2) Hotels, Motels, Restaurants + $250,000 gross income a year.

      (3) Laundries, Dry-Cleaning Establishments.

      (4) Hospitals and Nursing Homes.

      (5) Schools - public, private, profit, non-profit.

      (6) Farm Workers - if the employer used more than 500 man days of labor in any quarter of the previous year. (Minor under 16 may be paid on piece work rate if employed on same farm as their parents).

   There are three not-well-known exceptions to the Federal minimum wage laws:

   a. Special minimum wages for full-time students working in retail or service establishments.

   b. Special minimum for student workers.

   c. Special minimum wage rates for student learners.

      The first of the above must be applied for by the employer and may cover any number of full-time students.

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The second is applied for by the school and covers any number of specified student workers.

The third exception must be applied for jointly by the employer and the school and covers only the specific named individual student learner.

PART 519, EMPLOYMENT OF FULL TIME STUDENTS

1. Retail or Service Establishments and in Agriculture.
2. Not to exceed 20 hours a week while school is in session.

   Not to exceed 40 hours a week while school is not in session.
3. Special certificate must be issued to each business.
4. Not less than 85% of minimum wage in effect.
5. Must not reduce full time employment possibilities.
6. Must be at least 14 years of age.
7. Certificate must be issued in advance of employment.
8. Number of hours based on formula in the law.

PART 527, STUDENT WORKERS

1. For work in educational institutions. Seventy-five per cent of applicable minimum wage.
2. Must be necessary to prevent curtailment of employment opportunities.
3. Must be 16 years old.
4. Must be 18, if employed in hazardous occupations.
5. The occupation must require a sufficient degree of skill to necissitate an appreciable learning period.
6. Issuance of the certificate will not tend to create unfair competition.

PART 520, STUDENT LEARNERS

1. Special certificate must be issued to the employer. He must apply.

2. Application must be made on official form, signed by employer, appropriate school offical and the student learner.

3. Student must be at least 16.

4. Student must be at least 18 if employer in Hazardous Occupations.

5. Occupation must require a sufficient degree of skill to necessitate a substantial learning period.

6. The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operation.

7. Must not displace other labor.

8. Must not tend to depress wage rates.

9. Must not be more than a small proportion of total work in firm.

10. Special minimum wage must not be less than 75% of applicable minimum wage under section 6.

11. Not to be issued retroactively.

12. The certification by an appropriate school official on the application, will constitute temporary authorization for employment effective the date such application is forwarded to Wage-Hour.

13. Completed application forms to employ a student learner at less than minimum wage allows this lesser rate to be paid for the balance of the school year, unless the school is notified otherwise by the Department of Labor.

14. Work time and school time cannot exceed 40 hours a week, unless authorized and necessitated by estraordinary circumstances.

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PROBABLE CHANGES IN FEDERAL MINIMUM WAGE LAWS

Two different bills currently are before Congress to raise the minimum wage. One of these bills has been passed by the House and the other has been passed by the Senate. Only one of these two bills includes a special minimum wage for young workers.

A compromise probably will be worked out by committees of the two legislative bodies to get an acceptable new minimum wage law approved by both groups. There is an excellent chance that agreement will be reached early in 1973. A new minimum wage of $2.00 per hour is almost certain to be passed. The effective time of the new wage, and progressive steps up to and beyond that figure are causing controversy. More information will be made available as soon as possible.

VII. LAWS CONCERNING INSURANCE FOR EMPLOYED MINORS

1. Workmen's Compensation Insurance

   All employers must carry workmen's compensation for work experience enrollees who are paid for their work. No higher premium rates for minors.

   The School District must carry workmen's compensation for enrollees in exploratory work experience education who are not paid for their work. (Ed. Code 5992 and Labor Code 3368)

2. Unemployment Insurance Code Section 646

   "Employment" does not include service performed by an individual under the age of 22 who is enrolled at a non-profit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on as a student in a full-time program taken for credit at such institution, which combines academic instruction with Work Experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this section shall not apply to service performed in a program established for or on behalf of an employer or group of employers.

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VIII. WORK PERMIT LAWS

For many years work experience educators, some other school personnel, and a few business or community representatives have sought for ways to amend work permit laws and change procedures and forms for issuing work permits. Considerable conflict and confusion existed because work permit regulations were included in two different chapters in the Education Code. Chapter 6 contains laws governing pupils subject to compulsory full time education, while chapter 7 laws pertain only to pupils subject to compulsory continuation education (16 and 17 year olds).

Assembly Bill 2845 was passed by the 1971 legislative session and became effective in March 1972. This bill repealed all work permit laws in both chapters 6 and 7 of the Education Code and added a new Chapter 7.5 of the Code entitled Employment of Minors, which now includes all laws about work permits. Work experience educators who wrote AB 2845 made provisions for issuing to a minor a single work permit that would be valid when working for any employer during a given school year. However, all permits to work or employ must be issued on forms prepared and provided by the State Department of Education. After several meetings to discuss and develop new forms, it became apparent that there was much disagreement about the use of a "broad-form" work permit that would be valid for more than one employer on school days.

Most sections of the revised work permit laws appear to be very satisfactory. The new permit to employ forms, which became available in September 1972, still are issued to only one employer. Several school districts are being selected by the State Department of Education to conduct pilot studies on alternate methods of issuing work permits. However, until further notice other districts will follow previous precedures, but will use the new forms provided by the state.

Following is a paraphrased listing of the various sections of Chapter 7.5 of the Education Code, giving in simplified language the content of the revised work permit laws:

EDUCATION CODE SECTIONS:

12765 Requires any minor under 18 years of age who holds a work permit, and is otherwise required by law to attend school, to enroll and attend school if unemployed for longer than 10 days.

12767 Authorizes the superintendent of schools or his delegated agent to issue work permits to minors residing in that district. No work permit shall be issued until a written request therefor is received from the parent or guardian.

12768 Allows a work permit to be issued to minors 12 through 17 years of age to work on school holiday and vacation periods at any legal jobs.

12769 Limits the issuing of work permits for school days to minors 14 through 17 years of age, to work not to exceed 4 hours per school day.

12770 Allows work permits to be issued to minors 14 through 17 years of age who are enrolled in an approved work experience education course.

12771 States that a work permit shall be issued to each minor enrolled in Continuation classes (See Note)

12772 Authorizes the issuance of a permit to work and employ to a minor who is not required by law to attend school, but who is otherwise required to hold a work permit.

12773 Lists the required information to be included on a work permit. This is:

(a) The name, age, birthdate, address and phone number of the minor.

(b) The place and time of school attendance.

(c) The maximum number of hours per day and per week that the minor may work.

(d) The minor's Social Security Number.

(e) The signatures of the minor and the issuing authority.

(f) The date on which the permit expires.

12774 Allows minors under 18 years of age who work in agricultural or homemaking occupations and in jobs approved for work experience education programs to be employed more than 4 hours on school days.

12775 Requires work permits to be issued on forms prepared and provided by the Superintendent of Public Instruction.

12775.1 Permits to work issued at any time during one school year shall expire five days after the opening of the next succeding school year.

12776 Allows full time work permits to be issued to 14 and 15 year old minors only after receiving a sworn statement that the minor's earnings are needed because of illness, death or desertion of the parent or guardian. Requires those 14 or 15 year old minors to be enrolled in a work experience education program.

12776.1 Allows full time work permits to be issued to 16 and 17 year old minors.

12777 Requires a personal appearance by the parent or guardian before the work permit issuing authority to make application for a full time work permit for a 14 or 15 year old minor.

12778 Mandates that the following items be seen and approved by the issuing authority before a full time permit is issued to a 14 or 15 year old:

(a) School record signed by principal or teacher giving age, grade, and attendance.

(b) Legal proof of age.

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(c) Written statement by prospective employer describing the nature of the work the minor will do.

(d) A physician's signed statement that the minor is physically fit to pursue the specified work.

12779 Requires parent or guardian to make oath that all statements are true pertaining to issuance of a full-time work permit for a 14 or 15 year old.

12780 Requires the issuing authority of any full-time work permit to notify the person in charge of continuation education of the minor's place of employment, and requires the parent or guardian to send the minor to the designated continuation education class.

12781 Informs farming employers that they must post notice that minors are not allowed to work upon the premises unless they have legal work permits.

12782 Exempts minors performing agricultural work for or under the control of a parent or guardian from otherwise required permits to work or employ.

12783 Requires annual reports on work permits issued. Reports shall be on forms prepared and provided by the Superintendent of Instruction.

12784 States that nothing in Chapter 7.5 of the Education Code shall be construed to in any way repeal or modify any provisions in the Labor Code relating to employment of minors.

12785 Provides that no person or firm shall employ a minor under 18 years of age, or allow him to work, without a permit to employ issued by educational officers.

12786 Requires employers of minors under 18 years of age to keep permits to employ on file during minors' term of employment. Requires permit to be returned to issuing authority within five days after termination of employment (See Note 2)

12787 Requires the employer to send to the work permit issuing authority a notification of employment within five days after employing a minor. (See Note 3)

12788 Lists the required contents of the notification of employment to contain:

(a) Name, address, phone number, and Social Security number of the minor.

(b) Name, address, phone number, and supervisor at minor's place of employment.

(c) The kind of work the minor will perform.

(d) The maximum number of hours per day and per week that the minor will work.

(e) The signatures of the minor's parent or guardian and the employer. (See Note 4)

12789 Provides that permits to work and employ shall always be open to inspection by school officials and by officers of Division of Labor Law Enforcement. All permits shall be subject to cancellation when terms for legal issuance do not exist or have been violated. A permit shall be revoked if the employment is impairing the health or education of the minor.

12791 Officers of the school district shall bring an action against any person or firm that employs a minor in violation of provisions of Chapter 7.5 of the Education Code.

12792 Failure to produce a permit to work or employ is evidence of illegal employment of the minor whos permit is not produced.

12793 Establishes that an employer who employs a minor under 18 years of age without a permit is guilty of a misdemeanor and subject to fine ($50 - $200) and/or imprisonment (max. 60 days) for each offense.

12794 States that every person who signs a work permit containing a known false statement is guilty of a misdemeanor punishable by fine ($5 - $50) and/or imprisonment (max. 30 days).

12795 Provides that any fine collected under this article shall be paid to the school funds of the county involved.

NOTE 1. Proposed legislation is in process to repeal this section.

NOTE 2. The portion of this section requiring return of the permit to issuing authority will be deleted.

NOTE 3. Legislation has been submitted to change this section to require a notice of intent to employ a minor, rather than a notification of employment.

NOTE 4. This section will be amended to specify required contents of the notice of intent to employ instead of the contents of the notification of employment.

SPECIAL NOTE:

A.B. 814 (1972 Legislative session) was passed and signed by the governor on December 29, 1972. Various sections of this bill will repeal Education Code Section 12771 and amend Sections 12786, 12787, and 12788 as indicated in notations 1 through 4 above. These changes will become effective in March 1973.

WA

CURRENT INFORMATION AND CHANGES

FEDERAL AND STATE

There are no changes yet in the minimum wage, Federal or State.

Some Important Facts:

I. [Federal Wage and Hour Division] Section 226 of the Federal Fair Labor Standards Act says an employer must present an itemized statement--either separate or detachable check stub--with each pay check. This is also a State regulation [see Excerpts, 7 (b)]. Some employers neglect this. Watch it carefully.

II. See U. S. Department of Labor CHILD LABOR BULLETIN NO. 101 for information about hazardous occupations.

III. [California State Industrial Welfare Division: INDUSTRIAL WELFARE COMMISSION ORDERS FOR WOMEN AND MINORS]

Minimum Wage:

Students working at fast-service restaurants, such as Taco Bell and Der Wienerschnitzel, can earn as little as $1.35 per hour if they are under 18. Even though these are part of a multimillion-dollar corporation, the law covers only the gross at each individual store. An exception to this is McDonald's: They would be covered under federal law, as almost all gross $250,000 per year or more. These would have to pay the $1.60 federal minimum. There is, however, a State regulation for women over 18: They must be paid $1.65. Also, because both State and federal government have equal-pay laws, any male doing the same job as a female must receive equal pay if he is 18 or over.

IV. REMEMBER: No student under 18 may work more than 8 hours a day or 48 hours a week and must have a day of rest. PLEASE WATCH THIS CAREFULLY.

V. Recently Passed State Assembly Bills That Affect Work Experience Students:

AB 704--Permits students in W. E. to work until 12:30 a.m. on school days with permission of parent, principal or counselor, and W. E. Coordinator. Between 10:00 p.m. and 12:30 a.m., regular adult minimum wage must be paid.

AB 1485--Requires grades 7 and 8 to offer educational courses preparing youth for gainful employment.

AB 1503--Includes among other changes an amendment to Section 646 of the California Unemployment Insurance Code, which excludes students in W. E. from definition as an employee for purposes of unemployment insurance.

AB 1964--Permits schools having students on W. E. programs to release them part of the day without losing ADA.

AB 2134--Permits all students 16 and 17 to work until 12:30 a.m. on days when there will not be regular school in session the next day.

AB 2190--Corrects sections of Education Code 5992 and Labor Code 3368. Students on Work Experience without pay or in occupational training programs are considered employees of the school district for purposes of Workmen's Compensation.

AB 2300--Permits school districts not on R.O.P. and R.O.C. to collect ADA for W. E. classes taught on Saturday.

AB 2845--Complete change of Work Permit sections of Education Code. No change for minors under 16. One permit per year for all other students; it can be transferred from one job to another. New forms will be available soon.

VI. Students working on a commission-only basis cannot be on Work Experience. They are considered as independent contractors.

VII. Excerpts from INDUSTRIAL WELFARE COMMISSION REGULATIONS FOR WOMEN AND MINORS:

1. APPLICABILITY OF ORDER

This Order shall apply to all women and minors . . . except that the provisions . . . shall not apply to women employed in administrative, executive, or professional capacities.

No woman shall be considered to be employed in an administrative, executive, or professional capacity unless one of the following conditions prevails:

(a) The employee is engaged in work which is predominantly intellectual, managerial, or creative; and which requires exercise of discretion and independent judgment; and for which the remuneration is not less than $450 per month; or

(b) The employee is licensed or certified by the State of California and is engaged in the practice of one of the following recognized professions: law, medicine, dentistry, architecture, engineering, teaching, or accounting.

2. DEFINITIONS

(a) "Commission" means the Industrial Welfare Commission of the State of California.

(b) "Division" means the Division of Industrial Welfare of the State of California.

(c) [Type of industry or business is inserted here.]

(d) "Employ" means to engage, suffer, or permit to work.

(e) "Employee" means any woman or minor employed by an employer.

(f) "Employer" means any person, as defined in Section 18 of the Labor Code, who directly or indirectly, or through an agent or any other person, employs or exercises control over the wages, hours, or working conditions of a woman or minor.

(g) "Minor" means, for the purpose of this Order, a male or female person under the age of eighteen (18) years.

(h) "Hours Worked" means the time during which an employee is subject to the control of an employer, and includes all the time the employee is suffered or permitted to work, whether or not required to do so.

(i) "Teaching" means, for the purpose of Section 1 of this Order, the profession of teaching under a certificate from the California State Board of Education or teaching in an accredited college or university.

(j) "Emergency" means an unpredictable or unavoidable occurrence at unscheduled intervals requiring immediate action.

(k) "Wages" means all amounts for labor performed by employees of every description, whether the amount is fixed or ascertained by the standard of time, task, piece, commission basis, or other method of calculation.

3. HOURS

(a) Unless otherwise provided by statute, no woman eighteen (18) years of age or over shall be employed more than eight (8) hours in any one day nor more than five (5) days in any one week unless the employee receives one and one-half (1-1/2) times her regular rate of pay for all work over forty (40) hours on the sixth (6th) day. Employment beyond eight (8) hours in any one day or more than six (6) days in any one week is permissible only under the following conditions:

(1) In an emergency as defined in Section 2(j) above;

or

(2) During periods when it is necessary to process perishable products to prevent such products from spoiling;

provided that

(3) The employee is compensated for such overtime at not less than:

(A) One and one-half (1-1/2) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any one day, and for the first eight (8) hours worked on the seventh (7th) day; and

(B) Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any one day, and for all hours worked in excess of eight (8) hours on the seventh (7th) day.

. . .

(b) No minor shall be employed more than eight (8) hours in any one day nor more than six (6) days in any one week. One and one-half (1-1/2) times the regular rate of pay shall be paid for all work over forty (40) hours on the sixth (6th) day. No minor shall be employed before 5 o'clock in the morning, or after 10 o'clock in the evening [Except as changed by AB 704 and AB 2134].

(c) An employee may be employed seven (7) days in one week when the total hours of employment during said week do not exceed thirty (30) and the total hours of employment in any one day thereof do not exceed six (6).

(d) The eight (8) hours of employment shall be performed within a period of not more than twelve (12) hours. Twelve (12) hours shall elapse between the end of one work day of the employee and the beginning of the next, except when there is a bona fide change of shift, but in no event shall the elapsed time be less than eight (8) hours.

(e) No woman employee shall be required to report for work or be dismissed from work between the hours of 10 p.m. and 6 a.m. unless suitable transportation is available. If a meal period occurs during these hours, facilities shall be available for securing hot food or drink, or for heating food and drink; and a suitable sheltered place shall be provided in which to consume such food and drink.

NOTE: Refer to State Labor Code for additional restrictions on working hours of minors.

4. MINIMUM WAGES

(a) Every employer shall pay to each woman and minor employee wages not less than one dollar and sixty-five cents ($1.65) per hour for all hours worked; except that a lesser rate but not less than one dollar and thirty-five cents ($1.35) per hour may be paid to:

(1) LEARNERS.* Women eighteen (18) years of age or over, during their first one hundred sixty (160) hours of employment in skilled or semi-skilled occupations in which they have had no previous similar or related experience, provided that the number of women employed at such rate shall not exceed ten percent (10%) of the persons regularly employed in the establishment. An employer of less than ten (10) persons may employ one (1) learner at said lesser rate.

*[No such provision for restaurants and hotels and places of amusement]

(2) MINORS, provided that the number of minors employed at said lesser rate shall not exceed ten percent (10%) of the persons regularly employed in the establishment. An employer of less than ten (10) persons may employ one (1) minor at said lesser rate.

(3) STUDENT WORKERS (boys under 18 and girls under 21)** enrolled in an educational institution employed part-time, after school or when school is not in session, with no limitation on the number employed at the lesser rate.

**[25 in some industries]

(b) Every employer shall pay to each employee, on the established pay day for the period involved, not less than the applicable minimum wage for all hours worked in the payroll period, whether the remuneration is measured by time, piece, commission, or otherwise.

* * *

5. REPORTING TIME PAY

Each day an employee is required to report for work and does report, but is not put to work or is furnished less than half said employee's usual or scheduled day's work, the employee shall be paid for half the usual or scheduled day's work, but in no event for less than two (2) hours, at the employee's regular rate of pay, which shall be not less than the minimum wage herein provided.

6. PERMIT FOR HANDICAPPED WORKERS

A permit may be issued by the Commission authorizing employment of a woman or minor whose earning capacity is impaired by advanced age, physical disability, or mental deficiency, at less than the minimum wage herein provided. Such permits shall be granted only upon joint application of employer and employee.

7. RECORDS

(a) Every employer shall keep accurate information with respect to each employee as follows:

(1) Full name, home address, occupation and social security number.

(2) Birth date, if under eighteen (18) years, and designation as a minor.

(3) Time records showing all in-and-out time which shall be recorded when the employee begins and ends each work period. Meal periods, split shift intervals, and total daily hours worked shall also be recorded. Such records shall be available to employees for inspection on request. Meal periods during which operations cease and authorized rest periods need not be recorded.

(4) Total wages paid each payroll period, including value of board, lodging, or other compensation actually furnished to the employee.

(5) Total hours worked in the payroll period.

(6) When a piece rate or incentive plan is in operation, a schedule of rates shall be available in the work area. An accurate production record shall be maintained by the employer. A copy of the production record shall be furnished to each employee, unless the employer's system of recording is acceptable to the Division.

(b) Every employer shall furnish to each employee at the time of payment of wages, either as a detachable part of the check, draft, or voucher paying the employee's wages, or separately, an itemized statement in writing showing the payroll period covered, gross wages paid and all deductions from such wages.

(c) All required records shall be in the English language, properly dated, showing month, day, and year, and shall be kept on file by the employer for at least three years at the place of employment or at a central location within the State of California. Such records shall be available to employees for inspection on request.

(d) Clocks shall be provided in all major work areas.

8. CASH SHORTAGE AND BREAKAGE

No employer shall make any deduction from the wage or require any refund of an employee for any cash shortage, breakage, or loss of equipment, notwithstanding any contract or arrangement to the contrary, unless it can be shown that the shortage, breakage, or loss is caused by a dishonest or willful act, or by the gross negligence of the employee.

* * *

State of California
Department of Industrial Relations
Division of Industrial Welfare

DIVISION POLICY ON DEDUCTIONS FOR MEALS UNDER 1968 INDUSTRIAL WELFARE COMMISSION ORDERS

The Division offices have received a large volume of questions on the use of meals as part of the minimum wage under the 1968 Industrial Welfare Commission Orders. The following questions and answers point up typical problems raised and the policy to be followed by the Division in enforcement. As of February 1, 1968, the minimum wage is $1.65 per hour. Prior to this time the minimum wage was $1.30 per hour.

1. QUESTION: What are the maximum amounts that can be deducted from the minimum wage for meals under the 1968 Orders after February 1, 1968?

ANSWER:
Breakfast - $ .75
Lunch - $1.00
Dinner - $1.35

2. QUESTION: Does the Order require the employer to deduct the value of meals from the minimum wage?

ANSWER: No. It merely sets the maximum amounts which the employer may deduct if he uses meals as part of the minimum wage.

3. QUESTION: Can the employer use the Department of Employment minimum values for meals furnished which are consistent with the shift (Breakfast - 30¢; Lunch - 45¢; Dinner - 70¢; Unidentifiable - 50¢) instead of the maximum values set by the Orders?

ANSWER: Yes, if the employer wishes to pay a higher cash wage. The cash wage plus the meal values must equal at least the minimum wage of $1.65 per hour.

4. QUESTION: Can an employee work a split shift?

ANSWER: Yes, but the employee must be paid $1.65 per day in addition to the minimum wage of $1.65 per hour for all hours of work and the spread of hours (work time plus split) cannot exceed 12 hours in any one day.

5. QUESTION: What is 'consistent' with the shift?

ANSWER: This provision involves both the kind of meal as well as the number of meals and must be applied in relation to the shift of the employee, bearing in mind the usual custom of eating--breakfast in the morning, lunch during the middle of the day, and dinner in the evening.

6. QUESTION: Can there be an automatic deduction of $3.10 per day for meals from the minimum wage?

ANSWER: No. Only meals actually furnished and which are consistent with the employee's shift may be deducted. If for any reason a meal which the employee would ordinarily expect is not available (e.g., kitchen closed or not time off to eat), then no deduction may be made.

7. QUESTION: How many meals can be deducted in any shift?

ANSWER: As a 'rule of thumb' and in the absence of special circumstances, the following are examples of the number of meals consistent with the shift: (See Question 6.)

(1) Six-hour shift or less - one meal.
(2) Over six hours - two meals.
(3) Split shift involving a span of 10 hours or more - three meals.

In all instances, the meals claimed must be available.

8. QUESTION: What if more meals are actually furnished?

ANSWER: Where it can be established that the employee did in fact as a general practice eat more meals, the employer is entitled to a credit for the meals actually furnished. In this case the employer must be able to substantiate that the meals were eaten.

9. QUESTION: What if an employee occasionally fails to eat a meal?

ANSWER: Where an employee understands that meals are being furnished as part of the minimum wage but elects on occasion--for personal reasons--not to eat a meal, the employee would have no claim under the orders for cash in lieu of the meal not eaten. The employer is not entitled to a credit where he knows in advance that the employee, for health reasons, will not be eating employer-furnished meals.

10. QUESTION: Is there an 'unidentifiable' meal under the Orders?

ANSWER: No. Where, however, it is difficult to establish what meal is eaten, it may be evaluated as a lunch.

11. QUESTION: How much can a 'limited menu house' deduct for meals from the minimum wage?

ANSWER: No more than $1.00 (lunch value) per day. A meal is defined as an adequate, well-balanced serving of a variety of wholesome, nutritious food. Employees in places such as pizza parlors, taco houses, waffle shops, and hot dog and hamburger stands eat some food, but the variety and balance are limited.

(continued)

The following chart illustrates the cash required to meet the minimum wage when meal values are used as part of the minimum wage.

CASH AMOUNTS REQUIRED TO MEET THE MINIMUM WAGE WHEN MEAL VALUES ARE USED

Minimum Wage 2/1/68

8-Hour Shift	@	$1.65	$13.20
With Breakfast	@	.75	12.45
Lunch	@	1.00	12.20
Dinner	@	1.35	11.85
With Two Meals			
B & L	@	1.75	11.45
L & D	@	2.35	10.85
B & D	@	2.10	11.10
8-Hour Split Shift	@	1.65	14.85
With Breakfast	@	.75	14.10
Lunch	@	1.00	13.85
Dinner	@	1.35	13.50
With Two Meals			
B & L	@	1.75	13.10
L & D	@	2.35	12.50
B & D	@	2.10	12.75
With Three Meals	@	3.10	11.75

January 17, 1968

Department of Industrial Relations
DIVISION OF INDUSTRIAL WELFARE

Administrative Office
455 Golden Gate Avenue
San Francisco 94102
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USE OF TIPS AS PART OF THE MINIMUM WAGE

1. A tipped employee is a woman or a minor who is engaged in an occupation in which the employee customarily and regularly receives more than $20 per month in gratuities.

2. Maximum allowance that may be used as a tip allowance against wage cannot exceed 20¢ per hour worked.

3. A month can be any recurring 30-day period.

4. The person may be employed full time or part time to qualify as a tipped employee.

5. As in the case of using meals as part of the minimum wage, the amount of credit taken because of tips must be left to the determination of an employer. However, such credits, whether for meals or tips, are subject to review by the Division of Industrial Welfare. If it can be shown that the amount of gratuities used as a minimum wage credit is more than the actual gratuities received, an employer will be requested to make an adjustment to the minimum wage.

6. A person working less than 30 days because of starting or terminating during the month can qualify as a tipped employee if the total tips received for the period is at a rate in excess of $20 a month. For example:

   (1) If an employee receives tips equal to $4.62 or more during any one week, the employee would qualify as a tipped employee and a credit could be taken against the minimum wage.

   (2) An employee working 8 hours per day, 5 days per week, and receives tips amounting to $5 for the week ($5 ÷ 40 = 12-1/2¢)--12-1/2¢ per hour work could be used as a credit against the minimum wage of $1.65.

   (3) An employee working 8 hours per day, 6 days per week, and receives tips amounting to $9.60 for the week ($9.60 ÷ 48 = 20¢ per hour)--20¢ per hour may be used for credit against the minimum wage of $1.65.

   (4) An employee working 6 days per week and receives tips amounting to $11.00 for the week ($11.00 ÷ 48 = 22-9/10¢)--only 20¢ per hour worked can be used for credit against the minimum wage.

(5) A minimum wage, part-time employee, who works 6 days a week, 4 hours each day, and receives \$7.20 in tips (\$7.20÷24 = 30¢ per hour)-- only 20¢ an hour may be used as a credit against the minimum wage of this employee.

7. Only tips which are actually received by an employee free from any control by the employer can be counted as a minimum wage credit. Allowance can be claimed for tips which are pooled but only for the amount the employee retains. Mandatory service charges added to the customer's bill are not considered tips.

8. Records for tipped employees:

   (a) A record of the weekly or monthly amount of tips reported to the employer by the employee must be maintained.

   (b) Payroll records must reflect the amount of tips claimed as part of the minimum wage for each employee in each pay period.

   (c) Itemized statement furnished to each employee at time of payment must show the amount of tips claimed as a credit against the minimum wage.

9. Each employer using tips as part of the minimum wage is subject to the tipping sign law contained in Labor Code Section 351.

* * * * * *

ADDENDUM
to
WAGE AND HOUR REGULATIONS

Per Mr. Don Averill, Coordinator of Career Education at Huntington Beach and formerly President of CAWEE:

Legally, a minor may work 48 hours a week, with no more than 8 hours in a period of 24 and with one day of rest. [Assembly Bill No. 2134, Chaptered as 1317]

So far as the schools are concerned, it is felt that no student except a special case should be working that many hours and still going to school.

SUGGESTION:

Students not on Work Experience may work as many as 32 hours per week, which would mean they could work 4 hours per day during school days, plus 8 hours on Saturday and 8 hours on Sunday, if they have one day off during the week.

4 x 4 = 16
2 x 8 = 16
32 Total Hours

Those students on Work Experience can work as much as 6 hours per day during school days and 8 hours per day on Saturday and 8 hours on Sunday, which means that they can work up to 40 hours per week by having a day off during the school week.

4 x 6 = 24
2 x 8 = 16
40 Total Hours

DA-FTH
9/11/72

CHECK LIST TWO

Check List Two was developed to assure that special education students receive continued training, to assure them success on their current job, as well as to continue training for full-time employment when they graduate from high school.

Materials included on the checklist are listed on the following pages. Some of the materials suggested for related instruction are included in earlier sections of this manual. Most of the evaluation forms and other clerical and processing information is already included in the Fullerton Union High School District's Career Placement Aide Manual for special education.

Examples of the Learning Activity Packages developed by a District work experience team are included in the manual and have been used successfully by the special education teachers as guides to related instruction activities.

Special Education Work Experience

CHECK LIST TWO

Activities Students Must Be Involved In After Job Placement

	Date
I. Placement on Job	
A. Work Experience - Paper work to be completed by aide	
II. Evaluation	
A. Weekly Progress Reports	
B. Coordinator Visitations	
C. Employer Evaluation	
D. Work Experience Grades & Units	
III. Related Instructions	
A. Classroom instruction related to job requirements	
1. Games - "Career Decision", "Tell It Like It Is"	
2. Counseling - Problem Solving	
3. LAPS (DIMC)	
4. Filmstrips	
5. Guest Speaker	
6. Field Trips	
7. Book Activities Related to Succeeding in the World of Work	
B. Advanced Specific Traning for Career Job Choice	
1. ROP	
2. Trade School	
3. Video Tape	
4. DVR	
5. Industrial Arts Vocational	
6. Mock Ups	
IV. Evaluation for Possible Other Career Choices	
A. Begin at appropriate point on Checklist One or Two	

RELATED INSTRUCTION

Students participating in all work experience education programs must participate in a regular group related instructional program. It shall be left to the discretion of the individual high school administrators and work experience teacher/coordinators to determine their own methodology within the guidelines set forth herein.

Philosophy--Related instruction will help the student develop skills, knowledge, and attitudes relative to the world of work. The related instruction class provides an essential link between student and the teacher/coordinator and thus provides more assurance of an effective work experience program.

Regular--"Regularly scheduled" shall mean a minimum average of once a week for a period of not less than 20 consecutive minutes. It is highly recommended that meetings occur with more frequency and longevity, however, the primary determining factor should be the needs of the students involved.

Group--"Group instruction" shall mean the student will meet with other students enrolled in the program or in a curriculum class directly related to the work station at which the student is assigned.

Related--"Related" shall mean directly applicable to the world of work. This may include the teaching of specific skills, i.e., the operation of a cash register, or general activities such as interviewing techniques, or how to utilize the local Human Resources Development services.

Format--The format used in related instruction may vary broadly, however, each method will be conducted under the supervision of certificated personnel. Approaches such as outside speakers, learning activity packages, mock interviews, audio visual aids and field trips are acceptable. Emphasis should be placed on the needs of the students and the relevancy to the various work experience stations involved.

Scheduling--Meeting times and places will be scheduled and announced in advance. However, meetings may be held before, during, or after school, on or off campus.

Attendance--Related instruction meetings are mandatory for all students receiving credit for work experience education. Failure to attend will result in reduction in credit, lowering of grade, or removal from program.